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HAMILTON COLLEGE

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THE SPECTATOR

FERMENTATION EDUCATION

PHOTO BY KRISTEN MORGAN-DAVIE '12

Max Wall '10 (right) has been nominated for a Thomas J. Watson Fellowship to pursue research on fermented foods across the globe. See the full story on page 8.

College to Welcome Ten New Students from POSSE Miami

by Rebecca Pomerantz '12
News Writer

It is no secret that Hamilton aims to accept an increasingly diverse group of intelligent students. An important effort in growing the campus' diversity since 2001 has been the acceptance of students from the POSSE program from Boston.

POSSE, a program founded and presided over by MacArthur Fellowship recipient Deborah Bial, is an expanding program geared towards giving inner city high school students an opportunity to achieve a top-notch education with the backing of a peer and faculty support system. Since POSSE's establishment with Hamilton, there have been 10 students (referred to as POSSE "Scholars") selected for each entering class, making for a total of 40 POSSE Scholars on campus at any given time. This statistic is about to change.

Starting with the class of 2014, Hamilton will begin its partnership with the new Miami-based POSSE in accepting 10 students from this program in addition to continuing the selection of Scholars from the Boston group. Originally, Hamilton's administrative group that works with POSSE, including Dean of Admissions Monica Inzer and Assistant Dean of Faculty for Diversity Initiatives Professor Steve Yao were looking into partnerships with groups in Texas or Washington D.C., but ultimately decided to join the Miami program. "It's a city with a growing population and it is a great place to spread the Hamilton name" said Inzer.

Hamilton's administration and faculty takes great care in the selection, orientation and mentoring of its accepted POSSE Scholars. Inzer said that when choosing their student group, they look for students who "compliment each other as a group" as opposed to being comprised of the same types

see ***POSSE****, page 2*

San Francisco State Professor Speaks on Human Trafficking

by Ramya Ramnath '13
News Writer

On Monday, Julietta Hua, assistant professor of women and gender studies at San Francisco State University, presented her views on the issue of human trafficking and sex trafficking. Through examples of posters from awareness programs and public service announcements, she highlighted the inherent biases of such work and the effect it has framing global efforts against trafficking.

Hua discussed the paradox of universality, the idea that "universality is defined in opposition to the particular, but the particular is constitutive of universality." This paradox, she explained, forms the basis for a bias in the formation of human rights towards the western world and its beliefs. As a result, much of what is considered a universal right is applicable mainly to American and European populations.

She emphasized that while human rights provide a "positive site through which global gender violence can be addressed," it also presents a problem in defining human rights such that they apply to all cultures.

Hua cited the Victims of Trafficking and Violence Protection Act in 2000 as an example of the productive nature of power, as such acts place power in the hands of the general public and makes the issue of human trafficking "hyper visible." She then touched on the problem of the victimization paradigm, the problem of people feigning the status of a victim. She identified this as a major problem because the government provides many privileges to victims which are sometimes abused by illegal

see ***Trafficking****, page 2*

ITS Transitioning to Google Applications

Student e-mail accounts will switch to Gmail by March

by Russ Doubleday '11
News Editor

If you are not already familiar with Gmail and other Google applications, you soon will be. Throughout the spring semester, Information Technology Services (ITS) will be transitioning the entire Hamilton community off of SunJava Communications Express e-mail and onto Google Apps for Education. All e-mail addresses will remain the same regardless and communication via e-mail during the transition will not be affected.

Google Apps for Education is more expansive than Gmail, Google's webmail service. Google Apps provides more programs such as a calendar and document services that are powered by Google, and the applications will be accessible through the MyHamilton page as the SunJava e-mail client is now.

"There are a lot of similarities between [Gmail and Google Apps], but there are also some distinct differences," said Jesse Thomas, a network/systems administrator for ITS. "Google Apps is really focused around being able to collaborate as an institution. Those features just don't exist in the consumer [Gmail] version.

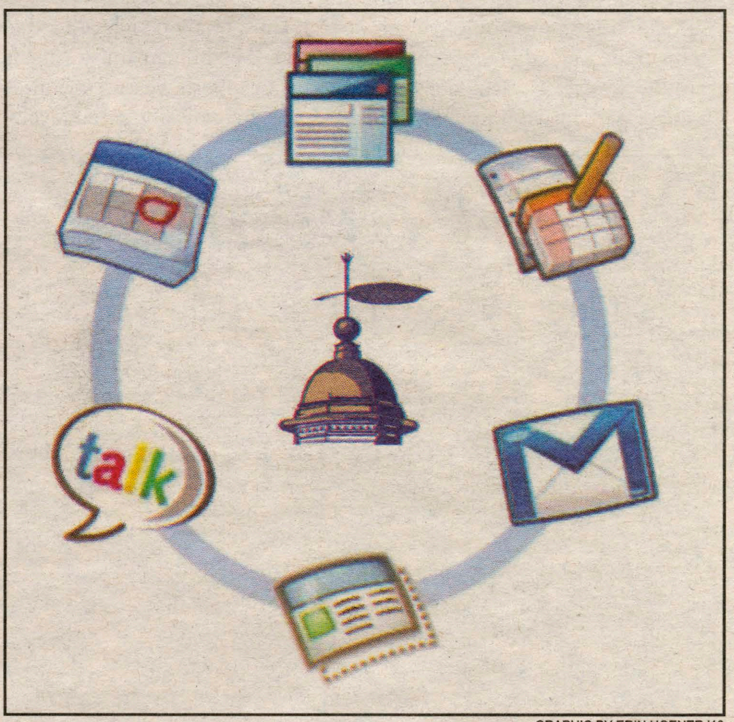
"It's almost like we have our own private, or internal, version of Gmail that connects into the main systems that we have with a little more ability to customize," said Thomas.

All Hamilton students will transition to Google Apps during the first week of March, and ITS will clearly communicate to the students what they will need to do and when. ITS will migrate to it as early as the end of January, and then a group of students (such as ITS or computer lab employees) and staff will migrate to make sure that everything is smooth and perfected. If this all goes as planned, the students will move onto Google Apps, followed by the faculty and staff with the transition process extending into the beginning of May.

Students who are abroad will transition with the rest of the student body during the first week of March, but they will have the option to opt out and wait until May if they so desire.

"The exact number of students that will go per day, we're still figuring that out because we have to determine how many can go, how long it's going to

see ***Gmail****, page 2*



GRAPHIC BY ERIN HOENER '10

Once Hamilton switches to Google Apps, students will have access to tools such as Google Calendar and Google Docs.

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POSSE Miami Coming 2014

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of leaders. Once the Scholars arrive at school, they are assigned a tenured faculty mentor, in addition to receiving the support of Dean Yao who is the POSSE-Hamilton academic liaison.

Despite the growing number of students in the POSSE program at Hamilton, there is no intention to change the way the program will be run on campus. The College hopes that the current POSSE students will act as a support group for the new Miami students, just as the current POSSE students have always supported each other. Inzer said that the "Boston students paved the way for Miami students, who will pave the way for more Miami students. They are leaving a legacy."

"The program fosters strong, supportive relationships among students, while also providing extensive leadership training," said Yao. "This combination helps students be successful in a challenging academic and social environment such as Hamilton." With the support of one another and their faculty mentors, Hamilton's POSSE Scholars have thrived on campus in both academics and other activities.

"I think that POSSE scholars are successful by nature. The selection process is so rigorous and extensive that natural leaders and scholars are chosen to be a part of POSSE with hopes that they will be able to have a dynamic impact on their respective schools," said Emerson Sosa '10, a member of the Boston based POSSE. "They [the Miami POSSE Scholars] will be immersed into a new culture, but regardless I know that they will rise above and stand out as leaders."

Hamilton's faculty and current Boston POSSE Scholars anticipate interactions with the new students from Miami both to further diversity and to further leadership on campus. Said Inzer, "These kids are really bright and talented and wouldn't have dreamed it was possible to attend a school like Hamilton. We want to make Hamilton available to students who have earned it."

Lecturer Works to Debunk Myths of Human Trafficking

WWW.HAMILTON.EDU

Julietta Hua spoke on human trafficking on Monday.

*from **Trafficking,** page 1*

portraying themselves as victims of human trafficking.

A large part of the lecture was focused on how the issue of human trafficking is framed by organizations in the media. Hua discussed that the way these depictions are framed, particularly in public service announcements and posters, "rearticulates the familiar colonial narrative."

Such frames, she said, skew statistical data by portraying most victims as belonging to a minority, while at the same time creating "racialized sexualities" of African American or Asian women and forms an "intersection of racial and patriarchal power."

Hua further explained that trafficking of women is most commonly observed in cultures that have a strong sense of patriarchy and thus reduce the power of women. This observation leads to another misconception: that trafficking in Asian and other Eastern societies is due to the patriarchal culture, whereas trafficking in Western societies is caused by political and economic instability.

Thus, many people are led to believe that human trafficking is less of an issue in Western countries that are economically and politically stable, while the issue of trafficking in the Eastern world may be harder to solve because it is deeply rooted in the culture.

While the problem of human trafficking cannot be easily solved in the short-term, Hua did propose two long-term solutions to the problem. First, a shift in the way in which the issue of trafficking is viewed would facilitate more efficient identification of victims and thus reduce trafficking.

Second, a better system of global distribution of wealth, while hard to achieve, would reduce the number of victims being forced into trafficking as a source of income.

Hua recognized that these solutions were idealistic in nature but believed that it was still possible in the long-term. One of the most important messages of Hua's lecture was that there is a possibility for change today and that each individual has the power to help prevent human trafficking .

NESCAC NEWS

by Amanda Jordan '10
News Writer

Bowdoin College / Wesleyan University

Russell Perkins and William Oppenheim III, 2009 graduates of Wesleyan University and Bowdoin College respectively, are two of the thirty-two Americans recently named as Rhodes Scholars. This prestigious scholarship began in 1902 by Cecil Rhodes, a British philanthropist and African colonial pioneer. The scholarships pay for the full costs of study at the University of Oxford in England and provide stipends for living and travel expenses.

While at Wesleyan, Perkins founded a prison education program, which provides residents of the Cheshire Correctional Institution with Wesleyan courses. Perkins aspires to receive a master's in philosophy at Oxford. He said, "The core of this [prison] program I'm working on right now is the effort to democratize access to a higher education. I'd like to continue to advocate for that, for education as a vital tool for social change." Oppenheim self-designed his major at Bowdoin, combining anthropology, religion, and education. His research has focused on how religion, education, and politics interact in India, Brazil and South Africa. At Oxford, Oppenheim intends to study comparative and international education.

Tufts University

On November 16, a female jogger was attacked near Tufts University. Tufts immediately alerted students, faculty and staff of this assault. In its message, Tufts University said, "The female victim, a non-Tufts student reported that the suspect approached her while she was jogging, called her a 'dyke,' grabbed her left arm, punched her in the face, then fled." The victim reported that the suspect is a white male of unknown age wearing a blue baseball cap. She received a minor facial injury as a result of this incident.

Connecticut College

On November 20, The Department of Higher Education announced that enrollment at Connecticut College broke an all-time record this year, as did many other universities and colleges in Connecticut. Overall, enrollment in the state was around 191,200 this past fall, which is a 3.6 percent increase over last year. This is the largest gain in two decades, and the eighth year in a row that the enrollment record has been broken.

SA Update

Community Statement to the Ballot

by Eve Denton '12
Student Assembly Correspondent

At the November 30 Student Assembly meeting, the Statement of Community was passed by an overwhelming majority. Although concerns were raised that the statement was perhaps too vague, other students felt the broadness of the statement allows for it to be inclusive of all Hamilton College community members. The statement will be placed as a referendum on the election ballot next week and will require a 2/3 majority to pass. As a result, it is important for all students to vote in the upcoming election. If it passes, the statement will be sent to incoming freshmen to let them know how we at Hamilton College view our community.

Various committees are working on fun events around campus. Social Traditions is looking for one or two people who are interested in chairing this year's Feb Fest celebrations. In addition, they are working on arranging for a concert to take place on Class and Charter Day. A campus-wide survey was conducted to see who students would like to see perform. Student Interests is organizing a shopping event in Clinton to encourage students to shop from merchants in our own back yard. Elections is preparing a get-out-the-vote campaign to encourage students to vote in this year's presidential and vice presidential elections.

College Switching to Gmail

*from **Google Apps,** page 1*

take, things of that nature," said Maureen Scoones, training coordinator for ITS.

Students who already have existing Gmail accounts will not be able to use them as their school e-mail address, however students can still forward their Hamilton e-mail to their existing Gmail account.

"We've had a couple of students in the dining hall that said 'I've already signed up for a Gmail account, so I'm all set, right?' explained Scoones. "That's completely separate. If you have a current Gmail account, that is going to continue to be your own Gmail account and that is separate of what Hamilton is doing."

The e-mail program provided by Google Apps will still be your Hamilton e-mail account that exists on SunJava right now. The only change will be that the e-mail will work off of a Gmail interface and be able to work with other Google applications. All-campus and listserv e-mail addresses will also remain unchanged.

There are many reasons why Hamilton decided to switch to Google last spring. The e-mail and calendar services that Google provides are superior to what the school is providing, and the e-mail powered by Google can store a lot more data.

Currently, Hamilton's e-mail can hold 250 megabytes, but a Gmail account can hold over seven gigabytes (about 28 times more storage space), and the storage capacity grows daily. Also, Google brings more tools for the school that could not be utilized with the current system. Finally, a Google system costs less for the school to use.

Many schools across the country have recently switched to Google Apps for Education. Colgate University, St. Olaf College and Allegheny College are all small schools that have transitioned to Google Apps, and Oberlin College specifically moved from SunJava as Hamilton will be doing.

Forty percent of the Class of 2013 has a Gmail account that they check regularly. ITS feels that since a significant percentage of the student body is already familiar with Gmail, the transition will be quick and painless. This was the case at the schools who have made the switch already, and ITS hopes that the same will be the case here.

THE SPECTATOR EDITORIAL

Meet SA Halfway: Rock the Vote

We know it's the same old song: You should vote in the upcoming Student Assembly (SA) elections, engage in the democratic process and make sure that your representatives are truly representing you. We say the same thing every year.

This year, however, is different. This year it is not only The Spectator that is asking you to be more involved, but the Assembly itself. This semester, SA has taken unprecedented steps to facilitate a new level of engagement with the students that it represents. Although the majority of SA meetings are open to the entire student body, very few non-SA members attend them. In an effort to increase student attendance and input at these weekly meetings, the SA has begun to send out each week's agenda prior to the meeting. These agendas provide the entire student body with information concerning the items that will discussed, as well as the order in which they will come up. Sending out the agenda before meetings indicates the importance student assembly members place on student input and priorities.

In addition, even if students cannot attend the meetings, SA is now posting voting records after its meetings. The voting records enable students to keep track of where their representatives stand on the issues and give students more criteria on which to evaluate those representatives running for reelection. Ultimately, this allows engaged students to hold their representatives accountable for the decisions they make on their classmate's behalf.

The best way to express our appreciation for the increased transparency in our student government is to take advantage of it. Don't just vote for the sake of voting. Consider making suggestions when your representatives ask for ideas about what students need and would like to have done or changed. Don't be afraid to seek out your representatives. You may be surprised to learn the kind of change that they can affect, but they need your input to bring about the changes you want.

Over the last year, SA members have heard the requests of their peers and worked to create viable solutions to the problems that were brought to light. For example, the Student Assembly was able to convince the College faculty to extend the course evaluation period largely because students complained to their representatives that there was too much work assigned during the final week of classes to constructively and thoroughly fill out evaluations of their professors. Student Assembly's technology committee met constantly with Vice President for Information Technology Dave Smallen to beta test Google Apps and give suggests on how to smoothly implement the transition into the new email system this spring. Students should feel free to talk to their representatives regarding issues that they care about at Hamilton, no matter the size or scope. While it surely is an problem that Ghostbusters does not have sound, your SA representatives would also love to hear your thoughts on the Statement of Community or other larger issues.

So when considering who to vote for or whether to vote at all, keep in mind the positive impact and changes Student Assembly can enact. Every student can and should play a part simply by seeking out and working with Hamilton student government, especially since they are trying so hard to work with us.

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The Spectator is posting on the social media outlet Twitter. Be sure to look for previews of upcoming articles, as well as opportunities to write on topics that interest you.

The Spectator is a publication of the Hamilton College Media Board.

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Letters to the Editor Policy

The Spectator Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not neccesarily the opinions of The Specator, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.

2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.

3. Letters submitted anonymously will not be printed.

4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.

5. If a piece is determined to be liablous, an unwarranted invasion of privacy, or an unneccessary and/or unwarrented invasion of privacy, or an unneccessary and/or unwarranted ad hominem or personal attack, it will not be published.

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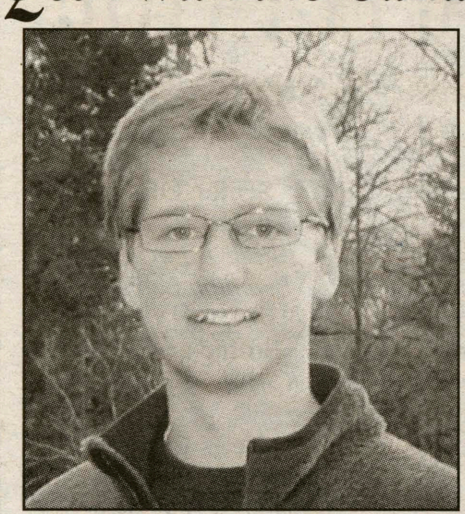
Q&A with the Candidates for Student Assembly President and Vice President



Cobus van der Ven and Clare Browne

What is your greatest accomplishment so far in your tenure on the Student Assembly?

We have both been very active members of Student Assembly. I, Cobus served as the Chair of the Student Interests committee. During my tenure, we started a new initiative to promote town-gown relations that is still growing to this day. Also, we hosted an investment workshop, in which students learned how to manage their finances during these tumultuous economic times.

I, Clare have been on SA since freshman year, and served as the freshman and sophomore class president. By doing this job, I have learned how to lead a group of committed individuals and how to be receptive and inclusive of all ideas. I have also served as the chair of the Food Committee. This was role in which I saw immediate progress and change, and served as an example of how strong dialogue with administrators can ensure that the student voice is not only heard, but acted upon.

What is the role of the SA? Some have said the SA is incapable of advancing student positions because it has no power when compared to the alumni and the administration. What is your response to this charge?

In a broad community such as Hamilton College, there are many perspectives from a multitude of interested parties: students, professors, alumni, administrators, staff, and parents to name a few. The purpose of Student Assembly is to understand and promote the student voice; it is not to make unilateral decisions. Student Assembly does, and will continue under our leadership to advance the wishes, concerns and needs of the student body to a playing field with other groups. Although not every student's wish comes to fruition, by no means is Student Assembly ineffective. SA should work with the alumni and the administration as well as student groups to facilitate communication and collaboration to be continually making improvements and enriching the campus community.

What do you see as the most important issue facing the Hamilton student body? What do you plan to do in response to this issue?

Everyone will admit that a plethora of issues face Hamilton College today. We feel both strongly about some issues, and less strongly about others. Yet, our position as President and Vice President of Student Assembly is not to further our own ideals, and not to come into office with our own agenda, but to emulate the sentiments of the student body as a whole. We are not running on the platform that we can fix intolerance, or that we can make laundry free for everyone. Rather, we are running on the platform that we will do everything we can do understand the student voice, and then do everything we can to incite the necessary change. We ask in return that you, the student body, tell us your desires for Hamilton. We want you to tell us what you think the biggest issues are on campus, and then we will act in response to them.

What can the Student Assembly do to increase diversity awareness and acceptance on campus?

Student Assembly has, and realizes a sizable potential to increase diversity awareness and acceptance on campus. Clear evidence of this is the Statement of Community that will be sent to all incoming students. This document states the importance of having respect and tolerance in a diverse community. We believe, however, that SA's potential to help diversity on campus is by no means limited, however, to purely awareness of diversity. We understand that not all students believe that Student Assembly voices their needs. But by actively seeking the perspective of all students from all types of backgrounds, SA can work to create a community where all people's concerns are heard and respected. In this way, SA can go beyond creating awareness and acceptance, to ensuring a welcoming community for all students whether or not they consider themselves diverse.

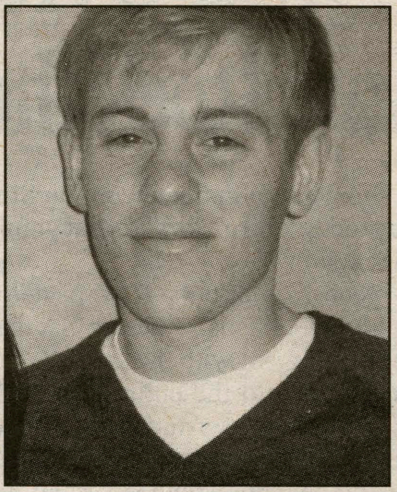
If you could only accomplish one thing in the coming year, what would it be?

We want to strengthen the position of Student Assembly to serve as a liaison between administration, faculty, staff and students. In doing so, we want to increase the ability of SA to reach out to all students, in the hopes that everyone will learn to believe that their student government represents them. The more students stand behind Student Assembly, its policies, and representatives, the more influence it will yield with the interest of other non student parties.

Is there anything else you'd like to say to the student body?

Regardless of who wins this election, we encourage all students to take an active role in student government. This does not necessarily mean joining Student Assembly, however. We hope that everyone will get to know their representatives and start an ongoing dialogue about Hamilton. Student Assembly's power comes truly not from its members, but from the people it represents. We hope that everyone will vote in this election for the candidate that they think will best represent them.

We believe Hamilton is a great college, but there is always potential to make great even better.



Keith Wilner and Caitlyn Williams

What is your greatest accomplishment so far in your tenure on the Student Assembly?

Keith: I think the accomplishment that directly affected the student body the most was convincing the administration to keep Cable TV. My most important accomplishment was helping to draft the Statement on Community. It's a big step in the right direction for creating a Hamilton Community in which every member feels welcome and included.

Caitlyn: As co-chair of the Social Traditions committee, I am most proud of the enormous success of this year's Fall Fest. It has come to be an event that I love to plan every year with the committee and it grows each year. So many organizations on campus were dedicated to helping out and providing entertainment and a day of fun for the children of the community and their families. The turnout was incredible from both the community and from Hamilton students, and it was an event that really brought the College into the Town and has helped to build a growing relationship. It was a beautiful fall day and watching everyone enjoy themselves eating the delicious food and taking in the surroundings truly made me so happy to be at Hamilton.

What is the role of the SA? Some have said the SA is incapable of advancing student positions because it has no power when compared to the alumni and the administration. What is your response to this charge?

Student Assembly is the link between the student body and the administration and the primary funding source for many groups on campus. Our resolutions carry a lot of weight in the administration's policy discussions and they almost always approach Student Assembly hear what we have to say about an issue before making a decision. Granted, the administration has not always agreed with everything the students have to say, but SA usually facilitates a compromise. We've personally seen what an impact student opinion has on the administration and alumni when we pushed for the ELS renovation, weekend hours in the Health Center, and keeping campus cable.

What do you see as the most important issue facing the Hamilton student body? What do you plan to do in response to this issue?

The most important issue facing this campus is apathy. Regrettably, there is very little Student Assembly can do to make people get involved in discussions on campus issues. What we can do is foster relationships between students and the faculty, students and the administration, and between students themselves. A liberal arts education isn't taught only in the classroom. We believe the greatest ideas are born from a blend of mixed opinions from people of all different backgrounds. In order to facilitate such great ideas, we would like to see Student Assembly become even more transparent, inviting many more opinions into the mix. During the past year, open forums, such as the discussion of the college's budget and of the hard alcohol policy attracted many voices different than the ones heard every week at Student Assembly meetings. We intend to continue making meeting agendas available to the Hamilton Community before every meeting. We plan to improve by holding meetings on popular issues in spaces that can accommodate a large number of concerned students to come voice their opinions. Given a forum to express what concerns them most, we believe Hamilton students will be very involved.

What can the Student Assembly do to increase diversity awareness and acceptance on campus?

Student Assembly has already tried to raise awareness about diversity on campus by drafting the Statement on Community. However, there is much more that needs to be done. Members of some groups on campus have told us that they don't feel that Student Assembly represents them. We will make an effort to reach out to any group that feels marginalized and reassure them that SA is working for them too. Like the apathy issue, there is only so much we can do. People need to come together to discuss their differences and learn from each other. We are involved in many different organizations besides SA, and have access to ideas that can guide us as elected officials. We will do our best to create an environment that fosters such discussion. However, we hope the many groups that contribute to this campus's identity will help us out and engage one another in positive discussion that will make everyone on the Hill feel included and welcome.

If you could only accomplish one thing in the coming year, what would it be?

As a previous question suggested, some people feel that Student Assembly is no longer relevant or representative of their needs. We intend to make SA relevant for everyone. We will make it a place where everyone feels welcome, no matter what concern, no matter what their background. We are the voice of the student body and want every single student to feel as though they have a way to share their ideas, knowledge and opinions. If we could accomplish forming this sense of community we would be well on our way to combating apathy.

Is there anything else you'd like to say to the student body?

We both love our time at Hamilton College. Vote for us, and we will do our best to make sure every member of the Hamilton community enjoys their time here as much as possible.

Official Platforms from the Candidates for SA President and VP

Cobus van der Ven and Clare Browne

We would like to serve the student body by increasing the actual influence of student assembly to serve as a governing, advising, and most importantly representative body for all students. We want to create a community atmosphere that is tolerant, unified, and inclusive of all identities whether they be inherent in the person, or created by Hamilton culture (whether that be Greek of non-Greek, or light side and dark side). In doing so, we will consider the effects of our decisions as an assembly on the entire student body, whether silent or vocal, rather than a specific group. We will work to hold Hamilton up to its standards as a world-class institution.

We are focused on addressing student concerns, which necessitates active involvement in the campus community and spending time seeking feedback and suggestions. We have served on various Student Assembly Committees and have experience running meetings, being organized, and carrying out objectives by means of other leadership positions we have held. We are committed, experienced, and approachable.

Most of all, we would be honored to serve as President and Vice President of the Student Assembly in 2010.

Please vote for Cobus van der Ven and Clare Browne!

Keith Wilner and Caitlyn Williams

Hello Everyone! We hope to represent you as your Student Assembly President and Vice President. Since our freshman year, we have represented the Class of 2011 and Keith led it as President for the past semester. We serve on the Facilities Committee playing instrumental roles in planning the ELS renovation and resolving maintenance issues on campus.

Keith co-founded the Technology Committee and as its chair runs the movie channel, preserved cable on campus, and revived SK Films. He also worked passionately to draft the recent Statement of Community Values. Caitlyn co-chairs the Social Traditions Committee that brings the Hamilton and Clinton communities a successful Fall Fest and plans school traditions such as Citrus Bowl and FebFest.

We are both eager to hear your ideas in the coming year and to serve you with our experience. We plan to increase student involvement in on and off campus pursuits, work closely with the funding committee to smooth out the application process, and enhance communication with the administration.

As EMT's, we have our fingers on Hamilton's "pulse." That pulse says that together we can bring change to Hamilton College, but first we need your vote.

Yours, Keith and Caitlyn

Hamilton

STUDENT ASSEMBLY

ROCK THE 2009 VOTE

ELECTIONS FOR

PRESIDENT & VICE-PRESIDENT

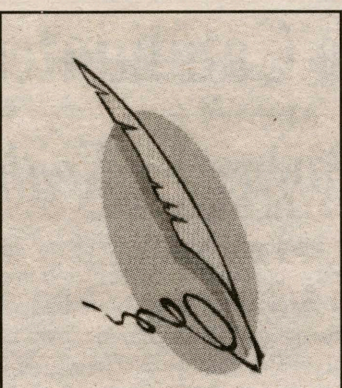
Running DECEMBER 7 & 8, 2009

Elections will include a referendum vote on the Statement of Community.

STAY TUNED to your campus e-mail for the VOTING LINK!

~Faceoff~

Is the Writing Program at Hamilton Effective?



STUDENTWEB.TULANE.EDU

YES

by Lauren Magaziner '12
Opinion Writer

When I was a prospective student, the Hamilton brochure caught my eye, its mantra in bold: Hamilton is a "national leader for teaching students to write effectively, learn from each other and think for themselves." We have all seen and heard numerous advertisements for Hamilton's writing curriculum and thought that this was one of Hamilton's many positive virtues. With my writing intensive requirements coming to a close, I now realize that the writing intensive requirement has made me an infinitely better writer than when I was when I started college. In short, the program is effective and strong. However, how do you measure effectiveness? To me, effectiveness is exhibited through improvement.

When I get a paper back from a professor, it is always marked up with red ink. I have even had professors write me an entire page about what I did right and what I did wrong. Although an entire page of feedback seems excessive, it is exactly what I needed to figure out what worked and what didn't. This feedback is an important part of learning how to write, and I have never gotten a paper back with just a grade. Because students in writing intensive classes have the option of rewriting one of the semester's papers, they are given the chance to fix their mistakes so that they can improve their writing. These are pretty obvious arguments as to the effectiveness of the program, but in reality, many people take for granted this type of instructional critique that they would not receive if they didn't go to a small liberal arts college.

According to numerous professors, the point of a writing intensive course is to teach the craft of writing. In all five of my writing intensive courses, at least one class period has been devoted to teaching students how to write. This type of instruction is invaluable.

For example, my Literature and Ethics professor first semester of freshman year, Professor of Comparative Literature Peter Rabinowitz, had us write down on a piece of paper what we thought made a good paper. I remember writing that five paragraphs, a thesis as the last line of the first paragraph, summary topic sentences and a conclusion that restates the thesis statement and ties back to the introduction are key components of a good paper. Now I realize that my perception of writing was limited, and that my ability to express myself in my papers was restricted. That particular class session taught me so much about good writing, and I feel that this kind of instruction is the purpose of the writing-intensive program.

Hamilton also provides resources outside the classroom to help students improve their writing. Students can visit the Writing Center or professors' office hours to receive personal assistance. Many professors will look over drafts before the papers are due and provide responses. Even during the pre-writing stages, professors are willing to help; I have had professors walk me through my thought process until I flesh out an idea. Resources are here, and they can significantly help students who are willing to take advantage of them.

Obviously, the more you put into writing, the more you will get out of it. Most of your improvements will come from practice, experience, and trial and error. Unless you work at writing often and arduously, you will not progress. Furthermore, it is not fair to blindly blame the course or the professor – a class or a teacher cannot simply hand you excellent writing. It is difficult to teach someone how to write, and it isn't something that can be learned in a traditional sense. Writing is called a craft because it requires work, rehearsal and precision in order to improve. Hamilton's writing-intensive curriculum, as effective as it is, can only take you so far.

NO

by Patrick Landers '12
Opinion Writer

The message, "A national leader for teaching students to write effectively, learn from each other and think for themselves" greets every Hamilton website visitor, making Hamilton College's emphasis on writing quite clear. To meet this goal, the College has implemented a number of programs including writing-intensive courses and the Writing Center. Unfortunately, the current approach appears to be in dire need of improvement.

Few science courses are considered writing-intensive, even though the classes and concentrations often require a great deal of writing. Lab write-ups and other documents require a unique writing style, which, unlike expository writing, is a completely new concept to most incoming first-years. Classifying certain science courses as writing-intensive may help many students receive feedback regarding field-specific formatting, argumentation, and style. This second chance is actually more like a first shot at writing papers with a more sound structure and analysis.

The Writing Center is partially at fault for some of problems with Hamilton's writing program. While some attempt has been made at providing a diversity of academic backgrounds, greater efforts are necessary. The Center currently has 25 tutors resulting in just over 40 concentrations and minors, but many gaps still remain. Government is the second-most popular major at Hamilton, yet there are only two Writing Center tutors who are government majors. Other departments suffer from the same ailment. Once again, many science concentrators report that it's difficult for them to get the high-quality assistance they desire.

Greater oversight beyond syllabi reviews is needed for writing-intensive courses, as some fall short of expectations or do not match the difficulty level of other writing-intensives. Because these courses should be able to improve students' writing, it is essential that all of these courses are maintained at a high level of rigor and value.

Professors, then, should be more involved in the enhancing students' writing abilities. Some professors slide by with minimal feedback and opportunities for rewriting. Other professors understand the letter and spirit of the writing-intensive policy and provide extensive feedback and meet with students regularly about their writing. All writing-intensive courses could be improved by requiring that the course include one-on-one writing conferences with the professor. While these opportunities may exist in some courses on a voluntary basis for students, Hamilton College should put its resources where its mouth is by ensuring students have repeated, in-depth, one-on-one interactions with professors or other professional staff that foster growth in writing skill. The Writing Center tutors are quite good, but they don't match the skills and insights of professors or degreed writing staff. More professional staff could be hired to assist with writing programs at Hamilton to fulfill the need for more-qualified assistance.

This increased effort by professors comes at a cost -- which is the additional time they have to spend focusing on this activity compared to their other duties. But the administration should encourage and accept that this activity has great value. Time and energy could also be conserved by moving emphasis from quantity to quality. Four papers a semester is a significant load for many students, especially when they have to balance several challenging courses. Students, then, are unable to spend as much time as they would wish on papers. Professors and other Hamilton staff should place greater emphasis on helping students grow through the writing process instead of requiring students to put out mindless papers every week.

Community Values Statement Has Potential But Lacks Cohesiveness

by Will Leubsdorf '10
Opinion Contributor

Before Thanksgiving Break, a member of the Womyn's Center forwarded a Student Assembly e-mail about the Community Values Statement to the Womyn's Center listserv, urging members, regardless of their viewpoints, to attend the last meeting before the statement was finalized. She added her opinion as well, characterizing the statement as weak and stating that Student Assembly needed "to go back to the drawing board." While I disagree with her points, her critique raised some valid questions: what is the purpose of the Community Values Statement, and what would it accomplish?

The Community Values Statement is first and foremost a political compromise, whose flaws are reflective of the process of finding common ground between divergent groups. In the aftermath of Mexican Night, the faculty and some students groups proposed a Social Honor Code to address concerns brought up by minority students. The student body, speaking through our representatives in Student Assembly, expressed concern about the potential impact of a code on the open discourse that distinguishes Hamilton from many of its peer schools. Meanwhile, the potential involvement of outside groups like the Foundation for Individual Rights in Education (FIRE) if a Social Honor Code was implemented, possibly embarrassing Hamilton on a national stage, also had to be seriously weighed.

The Community Values Statement was primarily a political rather than idealistic solution, with the realistic acknowledgement embedded in the political calculations that led to it that serious campus change is best done by students.

The Community Values Statement is primarily a signal of good intentions, and the potential power of this gesture should not be ignored. This statement is a means to counteract the highly negative portrayal of students that circulated in the public discourse over the last few years. While we have close relationships with our professors, there is a disconnect between faculty and student discourses on this issue. The main student voices the faculty has heard on bias issues are activists that present an unbalanced view of the student body as bigoted and totally ignorant. The statement is a way to counter this portrayal, illustrating the faculty and the broader community the values that to many students are self-evident. It shows that we are engaging with these issues, providing a basis for further campus-wide dialogue on issues of respect.

But the positive impact of this statement is outweighed by the negative consequences if it fails to pass. The activists that opportunistically used Mexican Night to promote a Social Honor Code have a stake in the statement's failure. These activists believe their uncompromising ideas must define Hamilton's community.

see *Change*, page 6

Cartoon by James Grebey '12
Staff Cartoonist

Letters to the Editor: Comments Regarding Kirkland Endowment, Consent is Sexy

To the Editor:

Thanks to Ms. Riemer-Peltz for your heartfelt letter of November 13 regarding the Kirkland Endowment, and its implications for the needs of women at Hamilton. Please know that we hope to engage in dialog with you to find solutions that work for women at Hamilton now and in years to come. We agree entirely that increased numbers alone do not address the problems of women on campus.

To understand why Kirkland alumnae proposed changes to the Endowment, and why you've never heard from us before, please allow us a moment of history. The 1977 announcement of Kirkland's demise was shocking and sudden. 950 graduates got a letter in the mail (no e-mail). The 600 women on campus learned that K '78 graduates would be the last. There was no chance to fight – it was over. Given the kinds of students Kirkland attracted (more on this later), we pretty much scattered to the wind. Most of us went on with our lives with little or no connection to Hamilton. There was no Kirkland to connect to.

In 2007, 120 women gathered for an all-Kirkland reunion. Fifty chose to remain involved to create the Committee for Kirkland College (CKC), the first alumnae group in three decades to engage with Hamilton on a consistent basis! Our purpose:

- Contribute to an enduring Kirkland spirit at Hamilton – one that reflects the innovative, creative, passionate, and quirky Kirkland we knew.
- Use our life experiences to mentor Hamilton women. We are teachers, poets, biologists, bankers, mothers, CEOs, painters, entrepreneurs, politicians, wives, community activists, lawyers, life partners, architects, professional athletes, and farmers. We hope we have much to offer.
- Document our history.
- Ensure that the Kirkland Endowment (KE) will endure.

The Kirkland Endowment Advisory Committee (KEAC), comprised of faculty, students, and Kirkland and Hamilton alumnae, operates the KE. For over thirty years, they nurtured, protected, and sustained the KE while we were out in the world doing what Kirkland prepared us to do. We are deeply grateful for their tireless work and fierce dedication.

In 2007, as the CKC began to rally newly engaged alumnae to give, questions arose about the Endowment's operation; its informal and opaque processes were discouraging. The KE supported a narrow range of interests; KEAC did not meet on a regular basis or include all members in all decisions, did not follow clear criteria for awards, and did not always distribute accrued funds. The CKC recognized that, to be sustainable and vibrant in perpetuity, operations must improve. We encouraged KEAC to improve processes, communication, and transparency.

Sustainability also requires that the KE become bolder, more impactful, and better reflective of the diversity of Hamilton women. To foster inclusivity, we propose that KEAC broaden student membership – Kirkland was about participatory democracy in its purest sense. We also propose using 50% of the unrestricted funds for Hamilton scholarships – ***exclusively for women***. KEAC would work with Admissions to set the criteria, and then select Kirkland Scholar recipients. We believe that offering a Hamilton education to inquisitive, out-of-the-box, Kirkland-like women is the boldest, most impactful legacy we can create.

Kirkland alumnae, faculty members consulted by the Dean, the Administration, and the Board all like the idea of Kirkland Scholars. In particular, Kirkland alumnae are energized about contributing to an endowment that will support the needs and interests of future generations of women at Hamilton, while honoring the full diversity of Kirkland College.

We understand that – beyond tales of the dark side – you don't know much about Kirkland College or its alumnae. Most of us came to Kirkland to pursue studies of passionate, personal interest. That Kirkland was a women's college was a given, the air we breathed. Here is how we describe Kirkland in the CKC Charter:

"Kirkland College offered young women a unique education in an environment of possibilities... to achieve their academic potential, pursue their individuality and develop political and social consciousness. Amidst an often-turbulent national landscape, Kirkland provided a vibrant space for creativity, academic challenge and vigorous mental stimulation. For one decade, graduates left the college armed with the ability to apply theoretical and abstract lessons to the process of living with purpose and impact."

The KE changes we propose reflect this purpose and impact. Read them at www.hamilton.edu/alumni/kirklandcollege/ and feel free to contact any of us directly. Kirkland alumnae very much want to get to know you; we hope that the women of Hamilton want to get to know us.

- Kirkland Endowment Subcommittee, Committee for Kirkland College

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To the Hamilton Community,

Thanks so much to all of you who helped to make 'Consent is Sexy' week a success. We had some very productive conversations about how we, as a campus community, can work to end sexual assault and to support survivors. These events made very clear that sexual assault is still a problem at Hamilton, and that it's something we all need to work on together.

Many of our conversations focused on the choices survivors have after a sexual assault. Despite efforts to communicate the many options available to those who want advice or who wish to report their experience, there is still a widespread lack of understanding of these procedures. On a small campus where it is very likely that a survivor knows her/his assailant, many people feel uncomfortable or scared to report. You can anonymously report an incident, or just get advice or help from, members of the counseling center, the health center, members of the Sexual Harassment and Misconduct Board, or Dean Nancy Thompson. Campus Safety also offers anonymous reporting, regardless of whether or not you want to pursue punitive action. Your assailant will not know that you have reported or spoken with someone unless you are pursing some sort of action. Reporting is difficult for the survivor, so it was invaluable for us to discuss how we can improve communication about these procedures, as well as the procedures themselves.

However, although it's important to support survivors after they have been assaulted, we discussed that the College needs to focus also on preventing sexual assault in the first place. This is an issue of education and also of respect. From orientation and residential life programs, to stronger messages about consequences to sexual assault, to a campus community that makes it clear that sexual assault will not be accepted here, we had many ideas for ways to make sure that all sex at Hamilton is consensual.

There are many services and programs in place that we can strengthen and improve, as well as new initiatives, that will make Hamilton a safer place. The Coalition Against Sexual Violence will be revived next semester and I hope that you will join us in working towards a Hamilton free from sexual assault.

Change Should Come from Students, Not Administration

*from **Community Values**, page 5*

This is why they did not participate in the open and highly publicized process of writing the statement until after it was finished, allowing them to critique it while avoiding any obligation to compromise on their agenda. At the same time, the failure of the statement would be used to buttress their argument that students are incapable of committing to even a generic set of values, and therefore must be forced into a correct set of behavior by a higher authority.

The Community Values Statement will not singlehandedly improve the campus environment, but the reality is that there are no silver bullet solutions for these issues. Policies like the Social Honor Code could be implemented fairly quickly, but would invariably create resentment undermining the goal of a safer campus. If we are serious about changing this community for the better, we cannot delegate the responsibility of creating change to the Administration, faculty or alumni. We, the entire student body, must carry the bulk of this burden. Ignorance is best broken down not through threats of punishments from higher authorities, but through non-formal personal contact, the bonds of friendship between people with different backgrounds who find they share common values. Someone who saw the pain of a friend struggling with questions of sexuality would never scratch a homophobic slur on a car. A white student would hesitate before telling racially charged jokes if they had a minority friend they could envision being deeply hurt if those jokes were said to their face.

The Community Values Statement doesn't break new ground, but it doesn't need to. It's a reaffirmation of the values that students already try, although sometimes fail, to live out in their daily interactions with each other. The statement illustrates the hollowness of the claims that we are so inherently bigoted that we are helpless to fight against it. That is why I will vote for this statement, and I hope others will too.

Thumbs Up	Thumbs Down	Who Cares?
Class and Christmas Day: "Good King Wenceslas went down, to get sloshed at Bundy… Then the vom lay round about, red and green and chunky."	May Day Dies – Marking another lost chance to get drunk before noon and watch something disappointing happen. Groundhog day will be next, you mark my words.	Being a pen-pal during finals: "Dear Kernan Elementary Student, it's nearing finals time here and things are looking bleak. I feel like a caged and sickly bird, crying out for an end that won't come … all is darkness. How are you? Make any borders with fancy scissors yet? A scalloped edge always adds a touch of class…"
Obama Everlasting: The administration approves the first human embryonic stem cells for experiments by federally-funded scientists, beginning an Obama cloning project to fight global warming with an endless supply of cool.	Schedule Adjustment Period: Sure registrar, open your gates when I'm balls-deep in a tryptophan coma. Will your evil ever stop?	Senior Pub Night: recently renamed senior Communications major night.
Citrus bowl shirts: Nothing screams school spirit like wearing your opponent's color.	Snow: much like my lactose-intolerant cousin, it arrives each holiday season to shit all over my living space.	Your workload. The sympathy train isn't stopping for you.
	The unmarked campus po car: more specifically, mistaking the car for the jitney at 1:30 in the morning.	

by Anthony DelConte '10, Nathan Fedrizzi '10 and Lesley Ryder '11

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Written on the Wall: 20th century American Prison Writing

English 342: Written on the Wall, taught by Professor Doran Larson, looks at 20th-century literature written by prisoners. Larson also teaches a creative writing class for inmates at the maximum security Attica state prsion. Students in the class examined the relationship between prison and guard for this issue of the *Spectator*.

Inmates, Corrections Officers, in Same Abusive System

by Tim Pillsbury '10
Features Contributor

The stereotype of the suffering hero has often been applied to prison inmates. There is a universal wish to root for the underdog, and a prisoner is certainly an underdog. Movies like *The Shawshank Redemption* and television shows like *Prison Break* and *Oz* have also helped further this stereotype: a gritty hero fights for survival as he is besieged on all sides by injustices. In such T.V. shows and movies, the Corrections Officers (COs) are often portrayed as the enemies or oppressors, while many of the inmates are the "good guys." Likewise, many books, including those by prison inmates Jack Henry Abbott, George Jackson and Eldridge Cleaver demonize prison guards as cruel and inhuman.

Conversely, shows like *World's Toughest Jobs: Prison Guard*, on the Discovery Channel, can show us the other side. The COs are portrayed as long-suffering heroes, and the camera follows them through their routines of lockups, disciplining and general work procedures. These shows can often demonize inmates, representing them to be totally unreasonable and initiators of violence.

Neither of these perspectives show the whole truth, however. The CO and the prisoner can both be considered to be victims of the same system, both trying to survive in the face of huge challenges.

One such challenge is the racial and regional divide between inmates and COs. In New York State, the majority of the prisons are built upstate (mostly due to space constraints and the fiscal benefit to struggling economies). Prisons thus generally employ the local population, the majority of which is white, as COs. (The New York Department of Correctional Services maintains 68 prisons statewide, some of which employ over 600 people, according to the NYS DOCS website.)

For many small upstate towns, aside from the military, the prison offers one of the best job options to a high school graduate, especially during the current economic recession. However, 75% of the convicts that come to the prisons are minorities, and 57% of them are from New York City or its suburbs. One can imagine being a white CO in an upstate prison where the vast majority of one's experience with minorities is with convicts. This situation promotes racial stereotypes among many COs.

The situation is no better for the inmates. For many of them their main experience with rural people is in the form of prison COs whose job it is to control them. This racial divide is a big problem in prisons.

The prisoners see the problems as well – among the demands made by the inmates during the 1971 Attica uprising was for black and hispanic COs to be hired by the state. This racial and regional divide in the system makes for tension and aggravates the violence between the COs and inmates.

Neither the COs nor the inmates should be glorified as heroes, nor demonized as the sole cause of the problems inside prisons. It is not guards nor inmates as a class that are the problem, but the situations they are forced into. Issues like overcrowding (prison populations are eight times their 1975 level, the Washington Post reports) and the shear number of inmates inside prisons (2.3 million people in 2008, according to the US Department of Justice) are much more at fault. It is a reality that the public should be made aware of, not just of stereotypes of inmates or COs.

Neither a guard's life, nor that of an inmate is easy. Prison is much more serious and destructive than films and TV shows represent it; prisons involve millions of real human beings, every day, and it's time to understand that.

Choosing to Teach Behind Bars
An Interview with Professor Larson

by Jeremy Brenner '10
Features Contributor

How did your interest evolve into working in prisons, and how did you go about attaining a position at Attica?

I originally met somebody who participated in a group called CEPHAS, which was created after the '71 uprising when the inmates were demanding more programs and support for actual rehabilitation. CEPHAS conducts group discussions inside Attica and a number of prisons in that area for men to talk about how to change their ways of being. Some people have been involved in crime their entire lives. How do they change their way of being in the world, how do they get out of gangs for example. Volunteers come in and participate in it, you don't need any training before hand, you just need a willingness to participate in the discussion.

When I went in there I was really impressed by the honesty of the conversation. These guys were dealing with really difficult issues. One guy is dealing with the prospect of never getting out. Sometimes there are guys who are preparing themselves to go to their parole meetings and how they are going to prepare if they get turned down. Then my teaching schedule changed and I couldn't go to it anymore. I was teaching on the same days discussion was being held. So I asked an administrator at the prison whether or not they had a writing class. He said no, and they would be happy if I proposed to put one together. I put up a proposal for the class and had to go through Albany for a few months. The prison actually selected the people who would show up the first night. The first night there were 13 people. That thinned down over the years; people have come and gone. There has been a really solid core of 8 men who continue to this day.

What were your expectations before your first class? What did you have planned?

By the time I started in 2006, I had already been teaching for 23 years. So I had quite a bit of experience in regular classrooms. I really didn't know what I would be dealing with. I didn't know how literate they would be. The challenging thing is the incredible range of abilities there. There is a former middle school teacher and there are other guys who wanted help to write letters. You get a certain range of a class at Hamilton. Students who are weak you can send to the Writing Center or spend more time one-on-one, but here I only have the hours in class. Everything happens within that 2.5 hours. That was a real challenge at first. In the first months I was constantly learning. I had to get accustomed to teach in that culture. The [inmates'] lives outside the classroom can be really traumatic, with virtually no support system outside of that classroom; the class becomes really important to them. In a setting like that, the need is much more profound than it is in a regular college classroom. If these guys drop out, that part of their life goes away. There is no other place to go for [support].

On the upside, what has kept me going is the incredible dedication that the men have shown. They are receiving no college credit; it doesn't get them closer to parole. They come because

See Q&A, page 13

Working Behind Bars

Perspective of a Maximum-Security Corrections Officer

by Lindsay Berman '10
Features Contributor

Imagine that your job required you to interact with men convicted of crimes ranging from violent to white-collar offenses and that to go into work every day meant passing through towering concrete walls lined with razor-sharp barbed wire, into a maze of endless hallways and metal-barred gates. To cross from the outside world that you have always known and into a penitentiary, is to cross into a world hidden from public consciousness.

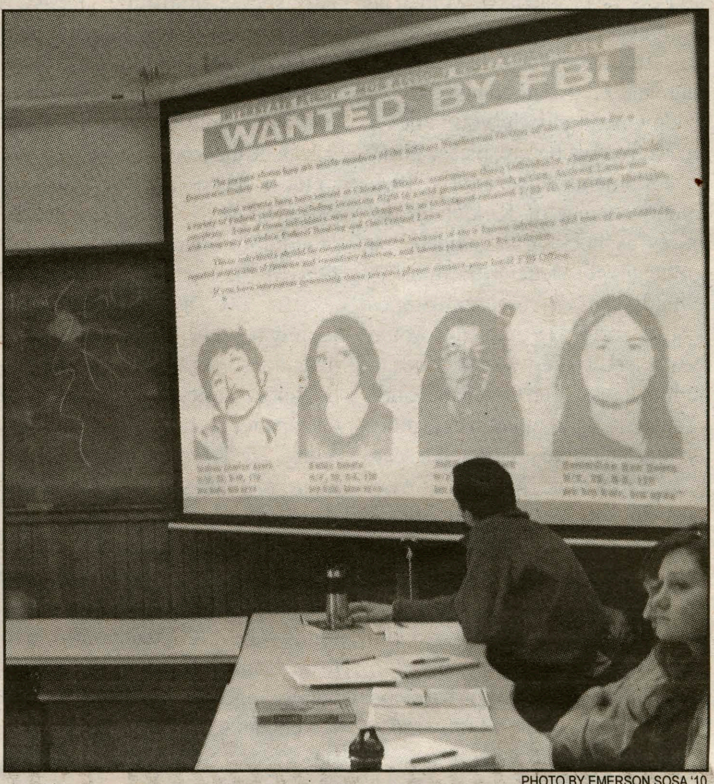


PHOTO BY EMERSON SOSA '10

Students study crime and consequences in English 342.

Joe is a local man who works as a Corrections Officer (CO) at a maximum-security New York State prison (and who will be referred to as only Joe to protect his identity). He said that most difficult part of his job has nothing to do with daily violence, threats, or extreme stress. For Joe, the most taxing part of his job is being locked into the facility while on duty: "You can't get out, you can't bring in a cell phone, it's almost like being in jail yourself."

Few of us understand what occurs behind prison walls like these officers who are employed by the state to maintain order in these facilities. However, with historically high incarceration rates this job is not uncommon, particularly in Upstate New York, where there are numerous facilities including local medium-security prisons Mid-State, Marcy, Mohawk and Oneida, and upstate maximum-security facilities at Auburn, Five Points, Elmira and Attica. The New York State Department of Corrections reports on its home page that it is responsible for approximately 60,000 inmates at 67 correctional facilities.

As of 2007, the American prison population had reached nearly 1.6 million, tripling over the past three decades. There are 723,000 in local jails. According to these figures from the Pew Center on the States report "Behind Bars in America 2008," approximately one in every 100 adults is currently imprisoned. Rates are even more staggering for minority groups, with one in 36 adult hispanic men and one in 15 adult black men incarcerated.

Within this overcrowded and racially-charged environment, Joe described his job as officially in charge of "care, custody and control" of inmates, which includes rotating between a wide range of duties from working at a desk in the infirmary to one of the watchtowers guarding the perimeter, armed with a rifle. Joe said that the hardest part of his job is the monotony of his duties and maintaining alertness: "At most posts you don't see an inmate all day and it's so hard to stay awake. You can be bored to death all night and then there will be five minutes of absolute chaos."

This chaos reminds him of where he is and that anything could happen at any moment. In this maximum-security prison, there are approximately 1500 inmates, serving sentences from a few years to life. Joe described the inmates, noting that "there's doctors, lawyers, all kinds of scum bags as young as 17 and as old as 70" ranging from "men that have killed and chopped up their mothers to DWIs."

His facility is divided into sections, with about 300 inmates per block and only five or six officers on duty per shift. While Joe admitted, "there are some guys who walk around on egg shells," he said he has grown accustomed

See Inside, page 9

Max Wall '10 Combines Fermentation and Fellowships

by Jessie Brown '12
Features Writer

The Thomas J. Watson Fellowship is "a one year grant for independent study and travel outside the United States awarded to graduating college seniors nominated by participating institutions," according to their website. Students accepted into the program become their own advisors and "must create, execute and evaluate their own projects." Hamilton and various other institutions such as Vassar, Swarthmore and Colgate nominate students each year. Recipients receive $25,000 to fund their projects.

One of Hamilton's nominees this year is Max Wall '10, who is majoring in self-created "cognitive studies." If he receives the grant, he will travel abroad to Ghana, India and France to study "the cultural and nutritional significance of fermented foods." Food and technology have always been of interest to him. He recalled a story he wrote as a fifth grader about "the future effects of patenting genetically modified seeds." A class he took in his sophomore year entitled Nature and Technology further inspired him to follow this passion.

PHOTO BY KRISTEN MORGAN-DAVIE '12 FOR THE NEW YORK TIMES
In another photo featured in the *New York Times*, Wall '10 prepares food in the Co-Op.

His proposal discusses how fermentation plays a significant role in the lives of people around the world. In some cases, fermented foods are key to cultural celebrations. An Indian dish called dahi, for example, is a "fermented cheese curd [that] is still produced the way it was hundreds of years ago," said Wall. To this day, it "continues to play an essential role in festivals such as Ashar ko Pandra, signifying the beginning of farmers' work in the fields."

There are various nutritional benefits that come from fermentation. Among these are the "[removal of] toxins like sodium cyanide" and "[the introduction of] anti-pathogenic bacteria into the digestive system." These benefits are crucial in countries such as Ghana where malnourishment continues to be a significant threat to the population.

Wall hopes his future career will connect with his interests and this project. "I hope to work with businesses and policy makers to help make the transition to an ecologically benign and socially just food system. I think fermentation may be a key part of that transition," he said.

Related to this proposal is the Loose Association of Friends for the Better Appreciation of Fermentation, or LAFBAF, a club started by Wall this semester. Unfortunately, "it has been a busy fall," he admitted, but the club should be "in full swing...this spring." LAFBAF has been featured in an article in the New York Times about college students who ferment, in which Wall stated that the club is "people being conscious of where food comes from, what they're eating and how they're eating." LAFBAF is dedicated to increasing appreciation of fermentation and raising "awareness of the many roles [it] plays in our lives, nutritiously, culturally, historically, metaphysically…" LAFBAF is meant for the occasional participant with no commitments necessary."

Hamilton Student Embarks Upon Controversial Fast

by Kari Arneson '10
Features Writer

Everyone has felt hungry—that familiar rolling sensation where your stomach growls and you begin to feel weak until you go to lunch or grab a snack to satisfy your body's basic need for food. But most Hamilton students have never felt real hunger, most haven't gone days without eating and most haven't faced death due to starvation. But one sophomore is choosing hunger as a way to raise awareness about an issue that is important to her and to the future of our planet.

Mikayla Irle '12 has been on a hunger strike since November 6 and plans to continue until December 18. She is fasting for Climate Justice Fast, an international hunger strike to call for unyielding action on the climate crisis. The fast is leading up to the 2009 Copenhagen Climate Conference, which will take place December 6-18. The conference will bring together governmental representatives from 170 countries to discuss climate change.

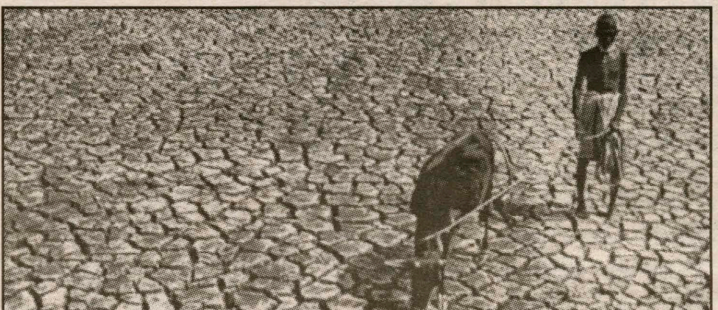
Irle says that global warming is largely a product of Western countries' habits of consumption. The U.S. is the #2 country after China for greenhouse gas emissions. In contrast, the "global south," or the underdeveloped third-world countries, contributes 3 percent of the world's greenhouse gases. While developed countries contribute the most to global warming, they also suffer the least amount of consequences. Flooding, droughts and lack of water will affect the underdeveloped nations more because they don't have as many resources to combat the effects.

"We need leaders to make climate justice and sustainability a priority," said Irle. She believes that the whole system needs to be reformed and hopes that ultimately we'll be able to consume energy without hurting the environment and without what she calls the popular "conserve, conserve, conserve mentality."

"I'm deeply repentant and feel a burden of guilt," said Irle, referring to her position as a consumer in the West who contributes to global warming. "I need to identify with the people who are dying and starving. I need to feel that myself to fight my own apathy." Irle's passion for climate justice inspired her to take action, despite the apprehension and concern of peers. Responding to the suggestion that her 43-day strike may be seen as excessive, Irle said "Maybe people will see it as too extreme but at least it will shake them and make them think about the issue, that's my hope."

Irle has been drinking water and taking calcium, salt and multivitamin supplements throughout the fast. Over Thanksgiving break, she drank juice and broth. She said that her energy level has been lower than normal but her ability to focus in class hasn't been affected. She's lost some weight, but not as much as she expected. She said she fantasizes about food all the time and has dreams about eating fatty food. And the meal she's most looking forward to after the fast is over? The eggplant curry at Minar.

The fast has been anything but easy. Irle said that normally, a "faster" should stop feeling hungry after three or four days. For her, it took two weeks. It was especially hard not to give into temptation at Hamilton, because on campus, "there's food everywhere." But after a while, she got used to it. She said, "Hunger isn't that difficult of a sensation to endure, it's more psychological—it's telling yourself you can't eat when things look so delicious."



WWW.CLIMATEJUSTICEFAST.COM
Mikayla Irle '12 feels her actions can have a global impact.

The temptation to eat isn't the only challenge she's faced during her fast. The people closest to her are also making it difficult for her to continue. "People keep telling me that I shouldn't do it. They say, 'your kidneys are going to fail, you're going to go blind, you're going to fail your classes...' All that made it harder."

How does she respond to family and friends who say she's gone too far and is hurting herself? "My hope is that enough people will consider how drastic the issue is because I'm doing something drastic with my body." She believes that the situation is so dire that immediate and radical action is needed to raise awareness. And despite friends' and family's warnings, she said she intends to continue until the end.

Irle acknowledges, and supports, less drastic and controversial actions the average person can take to support climate justice. She suggests pressuring political leaders, attending protests and reducing one's carbon footprint by conserving energy and making sure to buy environmentally sustainable food. She believes that it's a matter of adjusting your lifestyle slightly: "It's a philosophy of simplicity and not living beyond your means. It doesn't have to be the point of your life, it's just an underlying respect for how much you need." For Irle, however, a hunger strike was the best way for her to raise awareness about climate justice and to have her own "personal revolution." She said that the hunger strike has forced her to think about and change her own consumption habits: "If I can at least change myself, there's one step in the right direction."

Inside Prison Walls

from Behind Bars page 8

to his environment and learned that most inmates are not the enemy. "You get the respect you give. Most are nice guys that did a stupid thing, maybe something like 90 percent of them."

Yet the constant power struggle between CO and prisoner can lead officers to view inmates as adolescents. Joe said that his job is "almost like being a high school teacher," relating the violence he encounters to a schoolyard, except that there are "days people are getting cut." Comparing gangs to bickering cliques, he said that members of groups like the Latin Kings, Crips, and Bloods have to be constantly separated. "The inmates really run the place, our job is to watch them to make sure they don't get out of line."

While his job comes with more hazards than the average nine-to-five, Joe seemed surprisingly content with his steady employment. Business for the prison industry is better than ever.

Weekly Charts

MUSIC

(billboard.com)

Top Songs

1. Jay-Z and Alicia Keyes-- "Empire State of Mind"
2. Lady Gaga-- "Bad Romance"
3. Owl City--"Fireflies"
4. Jason DeRulo-- "Whatcha Say"
5. Ke$ha-- "Tik Tok"

Top Albums

1. John Mayer-- *Battle Studies*
2. Andrea Bocelli-- *My Christmas*
3. Norah Jones--*The Fall*
4. Casting Crowns--*Until the World Hears*
5. 50 Cent-- *Before I Self-Destruct*

MOVIES

(imdb.com)

1. *A Christmas Carol*
2. *This Is It*
3. *The Men Who Stare at Goats*
4. *The Fourth Kind*
5. *Paranormal Activity*

BOOKS

(New York Times "Best Sellers")

Paperback Fiction

1. *Push*, by Sapphire
2. *Bed of Roses*, by Nora Roberts
3. *The Shack*, by William P. Young
4. *The Girl With the Dragon Tattoo*, by Stieg Larsson
5. *Olive Kitteridge*, by Elizabeth Strout

Paperback Non-Fiction

1. *The Blind Side*, by Michael Lewis
2. *Freakonomics*, by Steven D. Levitt and Stephen J. Dubner
3. *Three Cups of Tea*, by Greg Mortensen and David Oliver Relin
4. *The Glass Castle*, by Jeannette Walls
5. *Blink*, by Malcolm Gladwell

The Walkmen Bring Ferocious Sound

Band will perform set of their critically-acclaimed and successful songs

by Lucas Kang '13
Contributing Writer

The Walkmen are five New Yorkers who have played rock music since they were 10 years old and will demonstrate their expertise this Saturday at 10 p.m. in the Annex. All five originally hail from Washington D.C., where they attended St. Alban's High School and played in several bands. Over the years, and in their many ensembles, they've experimented with punk, noise and a lot of "garage" sounds. The Walkmen have a dense, layered sound that's also loose and jazzy - goaded along by a '60s Vox Continental organ, a flanged-out Gretsch guitar, the occasional electric piano, strong, beat-conscious drumming and a heavy, droney bass.

The Walkmen have a dense, layered sound that's also loose and jazzy.

The Walkmen have released five albums to date. Although their first album feels like an album of trial and error, their second album *Bows & Arrows* has been on over thirteen "Best Album of the Year" lists, and their single from the album *The Rat* containing ferocious guitar bangs and angry vocals about bad romance and city life, has been ranked on Pitchfork, Gorilla vs. Bear, and Spin's "Best Songs of the Decade" list. They have also achieved more mainstream success, their songs, "What's In It For Me" and "Little House of Savages," having been featured on the popular TV series *The OC*. Their latest and fifth album *You & Me* also received outstanding reviews from various music magazines as it strongly features heavy reverb, poetic lyrics about traveling, and graceful yet raw musical composition.

Their live performances have also been critically acclaimed for lead singer Hamilton Leithouser's mesmerizing crooning and wailing that sounds like a powerful earthquake when combined with the ferocity of the rest of the band. Their show has been called an "experience in the presence of a superior movement" to "the rough yet soothing voice of frontman Hamilton Leithauser reminding of the first time having a scotch with ones father." With an unbelievable amount of energy, The Walkmen will undoubtedly amaze us with their live show this weekend.

Opening for The Walkmen is Austin group What Made Milwaukee Famous. They have opened for many big names, including Smashing Pumpkins, The Arcade Fire, Black Keys and Snow Patrol. They have also been featured on Rolling Stone and Billboard's "Bands to Watch" list. The band name comes from Jerry Lee Lewis's "What's Made Milwaukee Famous", their debut album *Trying to Never Catch Up* gathered critical acclaim as they integrate sound of electronica that sounds like "theme of boss battle of Rockman" to classic rock that could almost be compared to The Velvet Underground's "Loaded." With heavily synthesized vocals and serious musical arrangements, they make a great impression as a surprisingly catchy indie pop band. Their second album, *What Doesn't Kill Us*, has been called a "jaw-dropping sophomoric release" by various music magazines. Their live show is also lauded for their incredible energy and willingness to have fun with the audience.

With this stellar lineup, this concert is guaranteed to be a memorable event.

WWW.I.REALONE.COM

The Walkmen, minus the above sombreros, will perform songs from their collection in the Annex Saturday at 10 p.m.

WWW.AUSTINCHRONICLE.COM

What Made Milwaukee Famous will open the concert on Dec. 5

Arts Events Until End of Semester

Friday, December 4
*7:00 p.m. SK Films Friday Early Movie (Ferris Bueller's Day Off)
Kirner-Johnson 125
*8:00 p.m. Jazz Ensemble
Wellin Hall
*10:00 p.m. SK Films Friday Late Movie (*Rebel without a Cause*)
Kirner-Johnson 125

Saturday, December 5
*5:30 p.m. Choreographers' Showcase
Blood Fitness Center
*8:00 p.m. SK Films Saturday Early Movie (*Ferris Bueller's Day Off*)
Kirner-Johnson 125
*8:00 p.m. Chamber Ensembles (Winter Concert)
Wellin Hall
*8:30 p.m. CAB Presents: Magician Nate Staniforth
Fillius Events Barn
*10 p.m. CAB Concert: The Walkmen
Tolles Pavilion 11:00 p.m. SK Films Saturday Late Movie (*Rebel without a Cause*)
Kirner-Johnson 125

Sunday, December 6
*7:00 p.m. SK Films Sunday Matinee (Film TBA)
Kirner-Johnson 125

Zee Avi and Food Will Win the War Captivate with Soulful, Thoughtful and Whimsical Lyrics

by Taylor Coe '13
Arts and Entertainment Writer

An hour before they were slotted to take the stage, Food Will Win the War was still on the road from Brooklyn. "We're speeding," lead singer Rob Ward told Lizzie Collins '10 over the phone. The group arrived in a flurry and completed their sound-check just after eight o'clock, as impatient coffeehouse-goers crowded around the Adirondack chairs. Introduced as a band nominated by *The Onion* for one of the worst band names of 2007, Food Will Win the War took the stage after the audience had settled.

While Rob Ward and company were short on stage chatter and banter with the audience, they more than filled the space with their music. The band raced through a thirteen-song set, launching off on gems like "Amassed Complications" and a countrified cover of the Pixies' "Where Is My Mind?" The seven piece band featured a slew of instruments and a sturdy trio of background vocals. Most often, keyboardist Dara Matthews backed Ward's lead vocals with a steady, tremulous voice always rising above the country squalor. The group topped off their performance with "The Astronaut Song," in which riotous lyrics incited both merriment and confusion in the audience: "I had a dream / you were living with an astronaut."

Zee Avi took the stage afterward and began her seven-song set with the somber "Poppy," which details the story of a loved one caught up in drug abuse. Like Food Will Win the War, she dropped off a cover, playing a stripped-down version of Interpol's "Slow Hands." Before the show, Avi explained how much she resents the oft-made comparison to Norah Jones. "She's a great artist, so I appreciate that, but I don't sound like Norah Jones," Avi told me. Yet the parallel is hard to ignore once Avi raises it; beyond being backed by brushed drums and a bass guitar, Avi adds a jazzy sensibility to her vocals, more than ably evoking the blues in "Bitter Heart," her most successful single to date.

Avi's journey to Brushfire Records (the label owned by Jack Johnson) has been a wild one, fueled by the miracle exposure of the internet. When she first started performing in Malaysia, where she was born and raised, Avi posted videos of her music on YouTube for friends who missed the shows. A funny thing happened after she posted her song "No Christmas for Me"—intended to be her final post—people she didn't know began leaving comments. Convinced by friends to leave the post up a little longer, Avi began receiving record deals and promotional offers in her e-mail, picking up on an e-mail from Ian Montone, who helped to sign her to Brushfire Records. One month later, she was on a plane to L.A. to record her first album.

Relaxed on stage as she chatted with the audience, Avi is the first artist with whom I've spoken who is happy to be out on the road. "Everything is up in the air," she told me when I asked her where she plans to settle, whether here in the United States or in Malaysia. "Kartoi," her final song, seemed to represent this confusion; she offers us Manglish lyrics—a meshing of English and Malay at once confused and yet entirely understandable.

WWW.INSOMNIARADIO.NET

Food Will Win the War, who arrived in a hurry just in time to play their set at the last Acoustic Coffeehouse.

WWW.LAFREEBEE.COM

Zee Avi, the young Malayasian woman who became an overnight sensation, largely thanks to the internet.

Nate Staniforth Promises a Bit of Magic to Lift Spirits

by Lily Gillespie '12
Arts and Entertainment Editor

Magician Nate Staniforth is an all-around performer who combines music and magic in his shows. Yet he does not remain isolated on stage; instead, he makes the effort to engage his audience in the performance. His shows have received attention from both MTV and colleges across the nation. Staniforth has also had several of his shows captured on DVD. As *The Daily Iowan,* a paper from Staniforth's home state, explained, "The mystery and entertainment in Nate's magic comes ...from the simple fact that in his performances, miraculous things happen." Staniforth will perform for the Hamilton community this Saturday at 8 p.m. in the Barn, a welcome relief from the stress of the end of the semester. According to Ellusionist.com, a magic website, "[Staniforth] believes that audiences today have a low tolerance for B.S., that magicians can be inspired by other magicians without copying them and and feels like if he were a better magician, he wouldn't be as interested in music." Staniforth is a spellbinding performer who is sure to keep his audience captivated.

Nate Staniforth, the magician and musician, will be coming to campus this weekend to showcase his mesmerizing talents.

Saturday,
December 8
8:30 p.m.
Filius Events
Barn

Border Justice Film Series

"Wild vs Wall"

Sunday, December 6th, 7:00 p.m.
Science Center G027

A discussion with Professor Peter Cannavo will follow the movie

Refreshments will be served

Sponsored by the Diversity and Social Justice Project
Free and open to the public

ARIZONA.SIERRACLUB.ORG

The Oratorio Society Wows with Powerful Show

by Elijah LaChance '10
Senior Editor

The thrill of live music is never more electric for me than when experiencing the performance of an oratorio. The power of a hundred-voice chorus supported by an orchestra is unmatched, and even our ever-more-complex digital music recordings simply fail to do justice to an oratorio's emotional wallop. One of my favorite performances in Hamilton's concert circuit is the bi-annual performance by the Hamilton College and Community Oratorio Society, and I was not disappointed in their recent performance of Felix Mendelssohn's *Elijah*.

The Oratorio Society is a group of community members, students and Hamilton faculty who meet once a week under the direction of Professor of Music and Director of Choral Music G. Roberts Kolb. Each semester, the group puts together the choral portion of an oratorio and is then joined by professional vocalists performing the leading vocal roles and instrumentalists, many from the Syracuse Symphony Orchestra, providing the orchestral portion of the piece. This year, the group celebrated the 200th anniversary of the birth of Felix Mendelssohn by performing his oratorio *Elijah*, which puts the life and accomplishments of the great prophet to music. While not as dramatic as, say, *Carmina Burana*, the piece is a staple of oratorio literature and strikes a number of contrasting emotional tones.

The title role was performed by Timothy LeFebvre, and it was immediately obvious why he is a sought-after soloist with such groups as the Pittsburgh Symphony and San Fransisco Opera and, closer to home, why he is asked to return again and again to perform as a featured soloist at Hamilton. His baritone voice fills the hall with a round, well-focused and emotionally convincing sound that makes small children lean over to their mothers and say, "I want to sing like that."

Jon Frederic West provided a colorful contrast to LeFebvre, displaying a nuanced tenor voice with a violin-like quality and flexibility that allowed him to sing multiple roles with ease, despite the fact that he appeared to be fighting a cold. Lecturer in Music Lauralyn Kolb was the highlight of the women's performances, as she was especially convincing in her duets with LeFebvre in which she played. The Widow. Leonarda Priore also provided an excellent performance on a demanding mezzo-soprano part and David Kolb '02 sang as a solid supporting baritone.

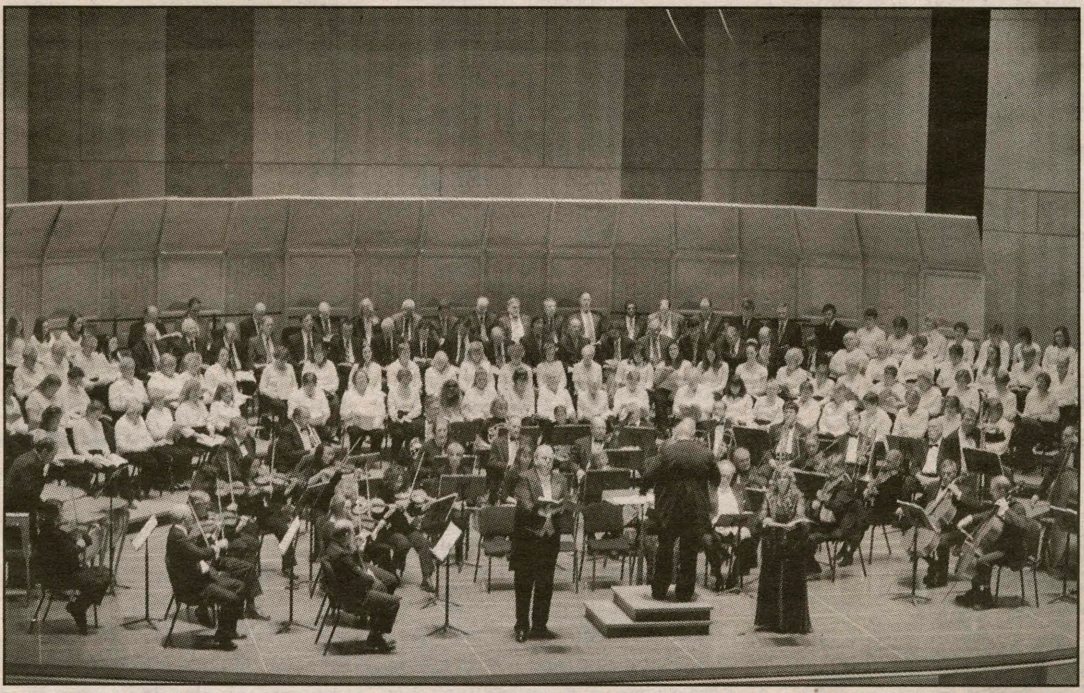


PHOTO BY MATTHEW POTERBA '12

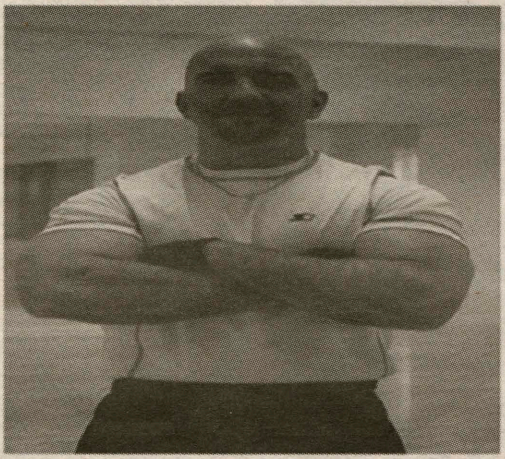
The Oratorio Society, whose performance included Hamilton and Clinton talents.

Special note, however, must be given to the plethora of local talent on the stage in addition, of course, to the talented Kolb family. Chief among these was the inspiring performance of Brett Hammes, age 11, a student at Clinton Middle School. Standing on a stage surrounded by people far larger than him, Hammes showed courage as well as impressive musical skill in his role as The Youth. His clear yet understated soprano imbued the piece with a poignancy it would otherwise have lacked and truly deserved a hearty "Bravo!" In addition, other community members, including Associate Professor of Physics Brian Collett and Burke Library Archivist Katherine Collett also performed well.

For a group of community volunteers, most without professional training, the chorus delivered a gutsy and distinguished performance. While the depiction of the earthquake may not have been as earth-shattering as possible, the dynamic contrast still provided a satisfying jolt.

The orchestral support was everything audiences have come to expect from the professionals who support the Oratorio Society: technically excellent and expertly performed, the orchestra raised the level of the performance without ever allowing the chorus to lose its featured position. All in all, this semester's production from the Oratorio Society showed why live community performances will always be well-attended by those who relish enjoying the musical efforts and accomplishments of local talents.

Aerobic Martial Arts



Classes by
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Conducted at The
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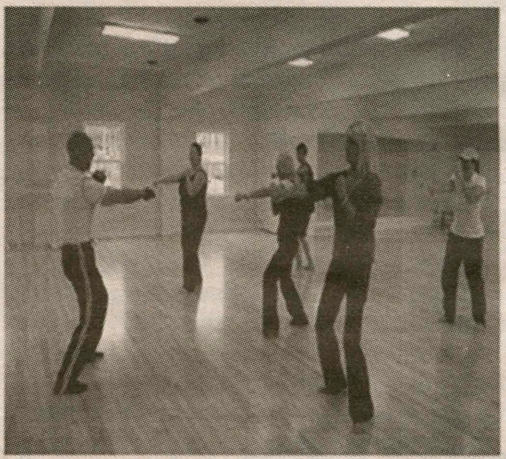
Clinton, NY 13323
(315) 853-7309



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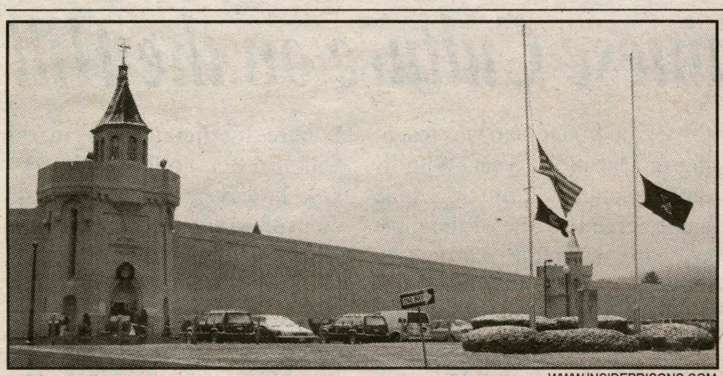


WWW.INSIDEPRISONS.COM

Attica State Correctional Facility is located in Wyoming County, NY

Q&A with Prison Professor

Doran Larson offers a creative writing class in Attica

from Choosing, page 8

they want to be there for 2.5 hours and they want to work on their writing. They always do the reading, and they are very good at turning in work. They've all had to learn that process. Most actually don't have much classroom experience so they were learning what the expectations were in class. I am very insistent that they finish their work, revise it, and take on new drafts. Many of them can get something started, but there are a lot of challenges to finishing something. There is a lot of noise and distraction. It is hard to keep focused. They write out of interest. If they didn't like something they would give it up. They learn the discipline to get to the end of a story or an essay even if they don't think it's the greatest thing in the world. They can get feedback on it, revise it, and try to improve it.

How are the inmates important to you?

I've developed very strong ties to them, they feel extremely grateful and appreciative of the fact that I put in my time without getting paid. They know that and they pay back by doing the work. That's all that I want out of them; I just want to see them doing the work. It's nice when they say thank you, but I don't really expect that out of them.

I've been reading some of these guys' work for three years; imagine how much better you'd know each other after three years as opposed to 15 weeks. Imagine how much better you and your professor would know each other. So it's been possible for the relationships that are there to develop a level of familiarity and trust that is difficult to achieve in a college classroom.

Do you think the inmates would feel a sense of betrayal were you to leave at some point?

I don't think leaving would feel like betrayal. If there were some reason I couldn't continue, they would respect that. They trust that as long as I could keep coming in I would. What would be difficult for me leaving there is knowing what I would be taken out of their lives. It's not just exposure to me, but their knowing each other and sharing the support. They live in different parts of the prison.

If I were to leave, I would work hard and I am working hard to get something there in my place. These guys have so much taken away from them that it would be morally hard for me to face taking another thing away from them. They wouldn't be angry. This kind of effort really makes an enormous amount of difference in these peoples lives.

When you read these men's work and look at their situations, most people feel sympathetic. Though you have to be able to accompany that with the knowledge that these men have committed violent crimes. I don't think about what the crime is. I don't see that as what I'm supposed to do. I have no problem with seeing someone who is really sincere about working on their writing and they have done something in their past that is really horrible. I accept that and that's the case.

There's a saying that they use around prisons: inmates come to prison as punishment, not for punishment. The fact that they're in there, they're doing what the state has said what they have to do. No legal justification for making them suffer in addition to that they're locked up. The sentence is time, not to be beaten or raped. All these things are beyond the law. So when I offer what I can, I'm trying to help the prison do a better job, so that when people come out they don't want to do the things they did before.

How do you counter the argument that prisoners do not deserve classes such as yours?

Do they deserve it? Whether you think people deserve help or not, the fact is 95 percent will come back out on the street. Do you want them to come back out with having no help or having gotten some help? I think most people would agree that if this guy is living on my block then I hope he's had some help. Essentially this argument is an attempt is to retry them. They've already been tried, convicted, and sentenced. What do you do after the fact?

It's a common objection, but I think it's very presumptuous for people to put themselves in the position of being the judges for people who have already been judged. Teachers don't decide if they come out, the parole board does. What do you do after the crime that's best for the entire community? If you do nothing, they will learn all the wrong things. They will become bitterer and angrier. They will be very likely to be more violent when they come out than when they went in.

Movement, Games and Education

by Megan Wooley '13
Features Writer

Students at Hamilton are staying ahead of the curve when it comes to methods of education. Seven Hamilton students, along with students from Colgate University, attended the 37th annual International Conference of the Association for Experiential Education in Montreal. Matilda Andersson '10, Lauren Duncan '10, Devin Farkas '11, Will Gowen '11, Callie Krumholz '10, Amelia Mattern '12 and James Otty '11 participated in interactive workshops that included games, lectures and even drum circles. They then shared their experiences in a presentation in the Glen House on November 12.

According to the Association for Experiential Education, "experiential education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values." Its programs focus on giving educators the skills they need to actively engage learners. Over 120 workshops at the conference gave participants insight into how people learn and how to enhance that learning both inside and outside the classroom.

One workshop discussed community development and the way people progress and interact within groups.

The lecturer argued that groups move through several stages: Pseudo-Community, when a group has first met and people withhold judgment; Emptiness, during which people let out their personal feelings and conflicts can occur; Distance, when people step back from arguments and personal agendas; and finally Community, where individuals place the good of the community over their personal needs. When working in a group, you can then consider which stage you are in and work towards fulfillment of the Community stage.

Another workshop titled "Facilitating Insight" during the Wilderness Program talked about how new perspectives can be found in wilderness adventure trips.

When learning in a different physical environment, you are more likely to have a different outlook and view things in new ways. Journals and solo reflections can also help people find further insight into their lives. Participants of a wilderness trip, for example, might realize how many luxuries they can live without. The most important thing is to take the time to question and reflect in order to find new insight.

The students also attended a workshop on cognitive development that discussed how movement facilitates learning. One teacher, for example, had his students play sports before tests and found that their performance improved. The exercise reduced stress and increased their heart rate and endorphins, helping them to relax and stay focused.

In keeping with this lesson, the group's presentation was interspersed with games and activities. We moved around, found commonalities, pretended to be ninjas and even learned how to make rope out of toilet paper.

The games we played and techniques we discussed can be helpful to a large group of people: school teachers and administrators, AA or USE leaders, camp counselors, wilderness adventure leaders and, of course, toilet-paper-rope wielding ninjas.

Happy RA Appreciation Day!

The Office of Residential Life would like to thank all of the Resident Advisors for the hard work they do to make Hamilton a great community!

Alex Augustyn	Erin Hoener	DJ Moore
Kathryn Bennett	Mandy Hyne	Brad Muldrow
Laura Boynton	Hanna Kahrmann-Zadak	Kristen Pallen
Julian Brody	Richard Karrat	Katherine Potter
Danielle Burby	Joe Kazacos	JB Riffle
Kyleen Cameron-Burr	Xiaohan "Kelly" Du	Tristan Rios
Selena Carrion	Liz Kessler	Ezra Rosenberg
Suzannah Chatlos	Blair Lalonde	Louise Roy
Fallon Chipidza	Linda Lam	Nate Schneck
Sam Colalillo	Mary Lehner	Paul Seok
Tom Coppola	Katheryn Lemanczyk	Lindsay Shankman
Tiago Correia	John Lofrese	Christie Sharlow
Raphael De La Rosa	Chris Lorenc	Lennie Specht
Andrea DeSimone	Lauren Magaziner	Audrey Stano
Nat Duncan	Katie Mann	Andy Steele
Alex Duncan	Lennie Marcus	Brynna Tomassone
Audrey Espey	Tawanda Mashavave	Marc Trostle
Nate Fedrizzi	Laura Mattison	Julianne Tylko
Denise Ghartey	Val McGowan	Austin Walker
Zach Harbage	Stephen Michel	Xiang "Jason" Wang

From Where I Sit
Hamilton's International Perspectives

by Lin Lin '13
Features Contributor

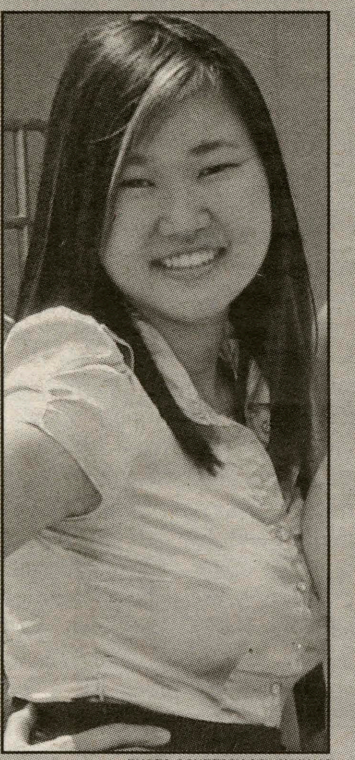


PHOTO COURTESY OF LIN LIN '13

When I first arrived at Hamilton College, I was grateful, curious and thrilled about the upcoming college life experience. Coming from a small public school, I wasn't exposed to any extracurricular activities, clubs or sports. I was overwhelmed by having the option of over fifty courses that I could choose from and an uncountable number of clubs that I could join.

Rewind back to the day of my registration for classes. I remember I was sitting in front of a computer for so long, because I was fighting in my head about what classes I wanted to take for the first semester with all the options I had. It was like there was an angel and devil on each of my shoulders screaming out, "Take art-figure drawing," "No! Take dance!" or "You must take Chinese," "Why?! Italian is so much better!"

After the war over courses that was going on in my head, I finally decided the four courses that I am going to take: Chinese 130, Theater 101, Figure Drawing and ESOL. After a month of classes, I enjoy all of them; each has taught me new knowledge. I am absorbing the knowledge like a lost traveler in a desert who has finally found water; I just can't get enough.

Every day in Chinese class I learn new characters, some that I have never known before and others that I'd forgotten, but now remember. In Figure Drawing, not only am I able to continue practicing my passion for art but I am also learning new art techniques in every class. Thanks to ESOL class my new objective for the year is to make my writing worth reading.

The class that has completely pulled me out of my comfort zone is Theater. I've never liked to perform in front of my classmates especially in unfamiliar scenes. I learned to not only live with it, but also to love it. In Theater class alone, I have had to become more confident when it comes to speaking before a large number of people and do silly things without the feeling of being scared or embarrassed, which has helped me to interact socially in a new environment with new faces.

Although this campus provides me with a huge range of activities that I can select from, I couldn't help but try only a few at a time to avoid having school work conflict with extracurricular fun. As for Physical Education, in the first half of the semester I tried a sport that I would never have imagined myself playing: golf. I am also a member of Sistah Girl, a group of young women who get together to discuss any social or personal issues that we would like to talk about, creating a close, family-like bond among us.

Ever since junior high school, I have always wanted to become a member of the cheerleading team, because my small high school barely had any sports teams besides basketball. Never would I have thought that I would be able to make my cheerleading dreams come true in college. After I joined the team, I clearly recognized that the typical stereotypes people have of cheerleaders aren't true; we are not just a group of girls who are non intelligent or who want to be popular. Nevertheless, performing in front of a whole crowd of people is very frightening; however, I believe that I can overcome this fear at our first basketball game.

Last but not least, I am also one of the assistant stage managers of the upcoming MLK play, *Ma Rainey's Black Bottom*, directed by my theater professor, Mark Cryer. Being a part of this play presents me with new theater experience, and I can learn from the diverse acting skills of the cast members.

Now that this semester is coming to an end, I am both joyful and gloomy at the same time. I am joyful to begin my next new exploration of courses, but gloomy to have all my current courses come to an end. While debating between taking Women's Studies, Anthropology, Government or Sociology courses as I register for my future classes, I know that no matter what I end up taking, I am ready for the new challenges and chances to learn.

"From Where I Sit" is the ESOL column that represents the non-native English Speaker's point of view on his or her experience at Hamilton. If you have a "From Where I Sit" story that you would like to share please email bbritthy.

A Taste of Chinese Culture on the Hill

by Xiaolu Xu '10
Features Writer

People on campus who study Chinese or simply want some cultural exposure may have noticed that a series of "understanding China" activities have taken place in the Christian Johnson building in the last few months. In the past, student organizations such as Asian Cultural Society and International Students Association have held various celebrations for traditional Chinese festivals in the Hamilton community. This series, however, is the first of its kind to deliver information about all aspects of China on a systematic and continual basis. These workshops focus not only on the country's traditional image but also on its ever-changing modern life.

The lectures usually open with a 20-minute English introduction to the background and history of a particular topic such as Chinese music, entertainment or literature. The rest of the time allows the audience to participate in these activities. With only three lectures, the series has been successful in gaining the audience's increasing enthusiasm. In a lecture about Mahjong, the traditional Chinese four-player card game, the attendees were taught the rules and tried their hands at the game. In the food series, the classroom was packed with students and faculty members anxious to learn and taste some authentic oriental cuisine, including the dumplings they were able to make by themselves. In the lecture on Chinese music, two faculty members played the traditional Chinese instruments Erhu and Guzheng.

The idea for this initiative came during the time when East Asian Languages and Literatures Professor Xu De Bao was teaching in Macau last year. With its rapid economic growth, China has emerged as one of the most critically strategic partners to the U.S. On the other hand, traditional Chinese culture supplements Western ideologies in many interesting and valuable ways. "We have seen the need for knowing and understanding China better for American people in a large sense as well as the need to create programs for the fast developing Chinese major at Hamilton," said Xu. The "Understanding China" series hopes to open a window to the unknown world of the rising giant.

When one oversimplifies a different culture or society that he or she lacks sufficient knowledge of, bias tends to arise. Assistant Professor of East Asian Languages and Literature Zhuoyi Wang mentioned, "Many people will immediately relate the scene [of] Chinese citizens waving The Little Red Books in Tiananmen Square to dictatorship in the Cultural Revolution. What they saw, however, was only a fragment of the society." In providing more knowledge, the series aims to decrease cultural misreading.

In the future, the department hopes to diversify the series by inviting scholars from other universities and getting more students involved. Future workshops and lectures will focus on calligraphy and modern Chinese opera. The department hopes to have a martial arts film event that will enable those American students who practice martial arts to film a kung fu movie. The events are intended to be informative and fun. As the old Chinese saying goes, "A frog in the bottom of the well can only see the sky above its head." The department believes it is important to a liberal arts experience, especially in this era of globalization, to increase our understanding of other cultures.

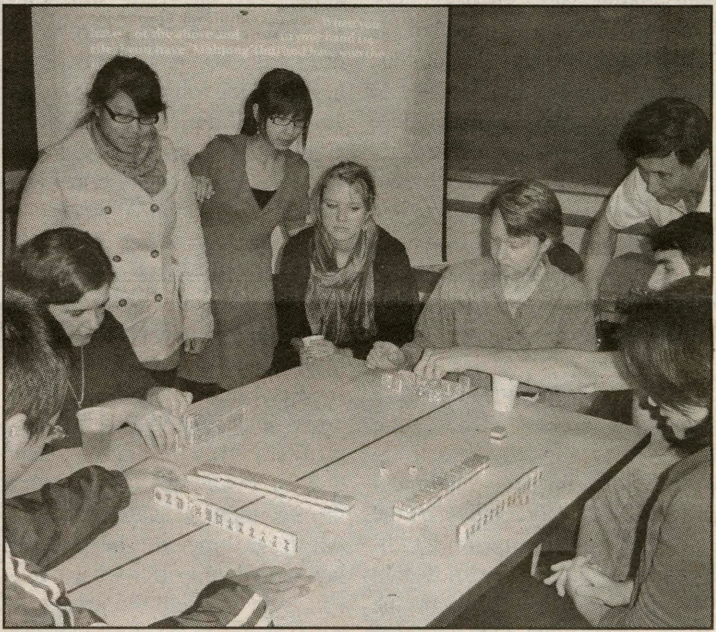


PHOTO COURTESY OF XIAOLU XU '10

Participants try their hands at the traditional game Mahjong at the Chinese Department's lecture.

L₁ O₁ G₂ I₁ C₃ P₃ U₁ Z₁₀ Z₁₀ L₁ E₁

by Russell Marcus
Professor of Philosophy

Logic Puzzle #4: Winter Break

The Puzzle:

Hamilton College has a secret code for unlocking winter break. All you have to do is find a nine-digit number which uses all the numbers from one to nine, such that the whole number is divisible by nine, the leftmost eight digits are divisible by eight, the leftmost seven digits are divisible by seven, etc. (Plus finish your semester's work.) Extra credit will be awarded for determining how many such numbers there are.

Rules:

Solutions to Puzzle #4: Winter Break may be sent to puzzle@hamilton.edu, or, via campus mail, to Russell Marcus, Philosophy Department. Be sure to include your contact information with your solution. A winner will be chosen among those who submit numbers which satisfy the above constraints and who answer the extra credit problem. If no one gets the extra credit, a winner will be chosen from among those who submit one satisfactory number. Any one may play the puzzle, but only current Hamilton College students may win prizes. If the winner of the puzzle is not a Hamilton College student, a secondary winner may be chosen.

Prizes:

Prize winners receive a t-shirt or mug from Lulasail, home of the best philosophy t-shirts on the web. Deadline for Puzzle #4 is Monday, December 7 at 4p.m.. All entries must be received by that time.

Visit our website: www.thatmarcusfamily.org/philosophy/HCPuzzles

Biology Seminar Examines Effects of Genetic Patenting on the Future of Pharmaceuticals

by Ben Trachtman '12
Science & Technology Editor

Dr. Raj Bawa recently gave a lecture on the role of patents in the field of biology. Dr. Bawa, a registered patent agent and a biology professor at Rensselaer Polytechnic Institute, explained how patents work, how they impact the pharmaceutical market and how future developments in biology could be helped or hampered by patenting.

A patent is an exclusive right to an invention, meaning that the holder of the patent is the only one who is legally allowed to create, sell or use the invention. A patent can be filed for any type of invention or idea, as long as it is new and serves some purpose. They last for 20 years, after which the invention moves into the public domain. The current American patent laws were penned by Thomas Jefferson and are in the Constitution. Because these laws from the 18th century can still effectively govern the patenting of 21st-century technology, the laws' universality is clear.

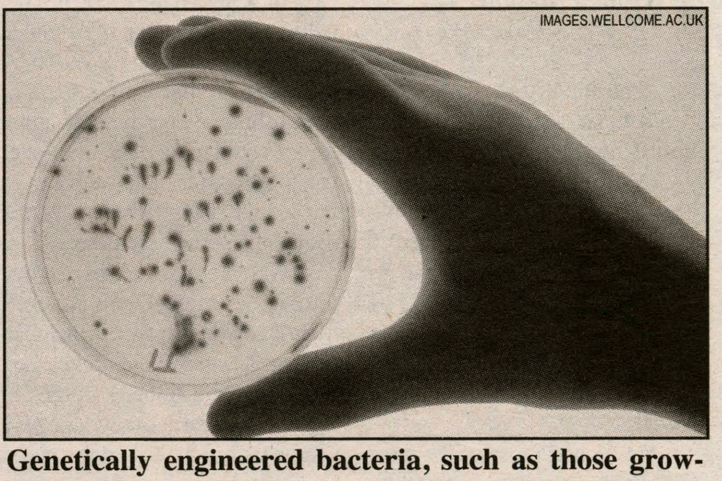
Dr. Bawa explained how pharmaceutical companies generate the majority of their revenue through a few major patented drugs. The popular allergy drug Claritin, for example, was patented by one drug company. This company was therefore able to accrue a large amount of revenue because it had the exclusive rights to produce the drug. However, the patent expired, and now Claritin is available in a generic form.

The patents on several major drugs are due to expire in the near future, and pharmaceutical companies are looking for new ways to produce profit. New developments in the field include the use of nanoparticles, tiny engineered structures designed to deliver a drug to a very specific target, as well as techniques such as gene therapy. Some of these techniques are not based around inventions, but biological discoveries, such as a certain DNA sequence or a new method to isolate a protein. In addition to inventions, patents can be filed for intellectual property, intangible assets like those mentioned above.

When a company patents a certain gene, only that company can use the gene in techniques such as gene therapy. This means that if a company owns the patent for a gene that, for example, has a role in breast cancer, only that company can create a method for treating breast cancer using that gene. Gene patents also inhibit future research on the gene, as scientists cannot research the gene without getting approval from the patent holder, which often involves a fee.

Biological patents can even go so far as to cover an entire organism. A patent can't be filed for an existing organism because it is naturally occurring and is not a result of any new ideas, but a genetically engineered organism can be patented. This can include genetically engineered plants, so one company could own the rights to particular strain of corn that grows better than natural corn, for example.

Biological patenting brings up numerous ethical questions. It can inhibit understanding of how genes work by limiting the research that can be performed with them, or it can degrade the quality of techniques that use the gene. For example, a company that owns a gene implicated in a disease could limit the testing for that gene. Likewise, if a corporation owns a superior strain of a genetically modified vegetable, it could charge an exorbitant amount for it because of the lack of competition. In addition to economic or scientific concerns, gene patenting raises questions regarding corporations having the ability to own a human gene or even an entire organism. The scientific community is still divided on these issues.



Genetically engineered bacteria, such as those growing in this dish, can be patented under current laws.

Some organizations are taking it upon themselves to stop ethical concerns by using gene patents. This strategy, called defensive patenting, involves filing a patent on a gene before a corporation and not allowing anyone to use the patented gene. This technique has been used by organizations opposed to cloning; by patenting a gene essential for the cloning process and not allowing anyone to use it, the organization can effectively block cloning research for as long as their patent stands.

Patents on genes and other scientific methods could easily shape the landscape of scientific research and development in the future, but exactly how they will do so remains to be seen. There are still court cases regarding the extent of patents in the pharmaceutical and biological industry that could set precedents for future rulings. Rulings will have to take scientific, economic and ethical questions into consideration and strike a fair balance between all three.

World AIDS Day Focuses on Cure, Raising Awareness

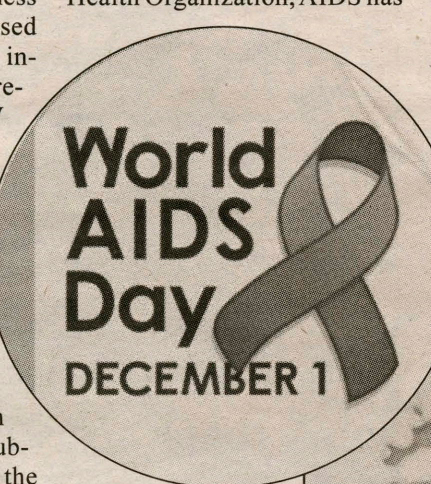
by Yinghan Ding '12
Science & Technology Writer

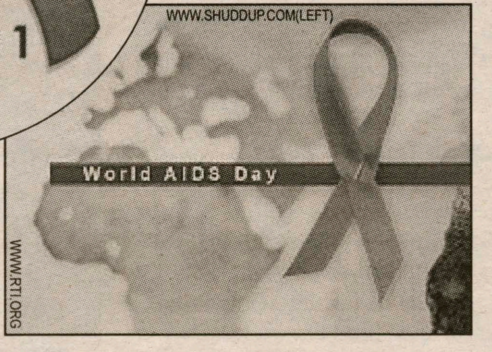
The theme of this year's World AIDS Day was "Universal Access and Human Rights." Dec. 1, 2009 was the 22nd World AIDS Day, a special day dedicated to raising awareness of the AIDS pandemic caused by the spread of the HIV infection. It is important in reminding people that HIV has not gone away, how widespread the pandemic is and that a lot still needs to be done to help those infected and prevent further spread of the virus.

The first World AIDS Day was December 1, 1988. It was conceived by James W. Bunn and Thomas Netter, two public information officers for the Global Program on AIDS at the World Health Organization, and approved by Dr. Jonathan Mann, the then director of the global program on AIDS (now known as UNAIDS).

Until 1997, the World AIDS Day agenda had been limited to on a single day. In 1997, the UNAIDS decided to create the World AIDS Campaign, a year-round project focusing on communications, prevention and education. As a result, World AIDS Day observance has become the longest-running disease awareness and prevention initiative of its kind in the history of public health. It is a day dedicated to raising money, increasing awareness, fighting prejudice and improving education.

According to the World Health Organization, AIDS has killed more than 25 million people between 1981 and 2007. As of 2007, an estimated 33.4 million people worldwide live with HIV, including 2.1 million children, which makes AIDS one of the most destructive pandemics in human history. Despite the improved accessibility of antiretroviral treatment and care in many regions around the world, the AIDS pandemic claimed an estimated 2 million lives in 2007; About 270 thousand of those who died were children. In 2008, the situation was even worse. About 2.7 million people became newly infected with the virus and more than two million people died from the disease.





HIV targets white blood cells, the key components of the body's immune system. Once the immune system is compromised, the body loses the ability to defend itself from disease, making even the common cold potentially fatal. By killing off white blood cells, HIV eventually causes AIDS, or Autoimmune Deficiency Disorder.

Treatment options for HIV include a cocktail of antiretroviral drugs, which interfere with the virus' ability to reproduce. These drugs work by inhibiting proteins responsible for

see *World*, page 17

HEAG's Corner: Green Buildings

This is part of a series of opinion articles that will be published intermittently throughout the year. They are written by HEAG members, but do not represent the opinions of the entire organization.

by Amanda Berman '13
HEAG Member

Constructing buildings with the environment in mind has been a new trend in recent years. If a building is environmentally friendly, it can earn a LEED certification. LEED stands for Leadership in Energy and Environmental Design.

A LEED certification means that the building is eco-friendly in five areas: sustainable site development, water savings, energy efficiency, materials selection and indoor environmental quality. A building can be LEED certified on four levels: Bronze, Silver, Gold and Platinum.

LEED for homes is a rating system that promotes the design and construction of high-performance green homes. A green home uses less energy, water and natural resources, creates less waste and is healthier and more comfortable for the occupants. Skenandoah House on campus is LEED certified at the Silver Level. Benefits of a LEED dorm include lower energy and water bills, reduced greenhouse gas emissions and less exposure to mold, mildew and other indoor toxins.

In any dorm, whether it is LEED-certified or not, there are a few simple steps anyone can take to make the dorm more eco-friendly. Using draft stoppers on doors and windows saves energy and money in heating and cooling costs. These and other places where heat can escape should be routinely checked for leaks. Stopping up air leaks can decrease the average heating and cooling bill by 30 to 40 percent.

An interesting action some people are taking on other buildings around the country is making a "green roof." These roofs have vegetation on them to save energy and lower air pollutants. Cooling can be done in a natural way by planting a tree. One mature tree on the south side of a building provides as much summer cooling as five midsized air conditioners.

These are just a few suggestions that anyone can take to help make your house or your dorm more environmentally friendly.

NASA Sends Centaur Probe to Impact Moon, Water Detected in the Resulting Dust Plume

by William McIvor '12
Science & Technology Writer

A recent NASA mission has forced the world to view the moon in a different light. On October 9th, NASA's Centaur probe detached from the larger LCROSS module and smashed into the moon at 2.5 kilometers per second, kicking up a plume of debris. The LCROSS module flew through this plume and sent data to NASA for analysis before crashing into the moon as well.

NASA had informed the amateur astronomy community of the event beforehand, and many excitedly awaited a large visible impact but were disappointed when the debris ejected from the crash site could barely be seen. As a result, many questioned the success of the mission.

A month later, however, NASA reported an astounding revelation: there is water, in the form of ice, on the moon, and in more than trace amounts. An estimate NASA described as "conservative" put the amount of water found in the impact crater, about 20 meters across, at more than 24 gallons. This is hardly a river, but it is wetter than some of the driest places on earth.

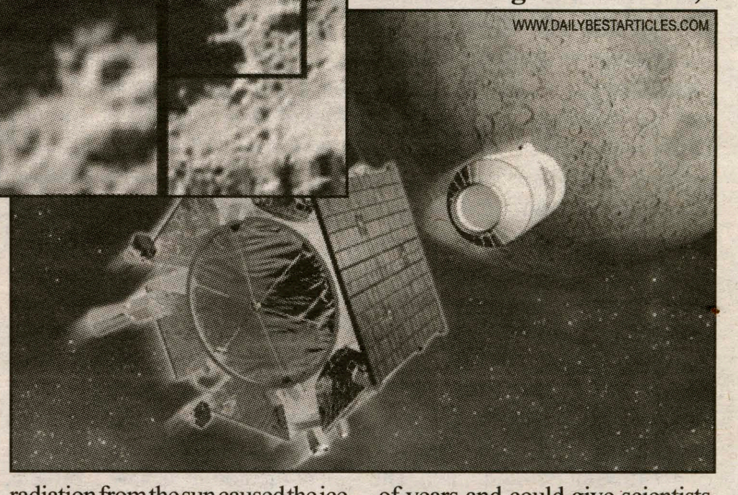
This makes two extraterrestrial bodies on which NASA has found water, after the Phoenix mission found an ice layer in the Martian soil last year. The presence of water on the moon is a big help for NASA's goal of extended manned missions on the moon by 2020 and is vital for the hope of establishing a lunar base. Mining for ice could reduce the amount of water astronauts had to carry from Earth and potentially satisfy the needs of a permanent base.

Water can also be broken down into its elemental components, hydrogen and oxygen, which can be used as a powerful rocket fuel. This could aid future missions in returning to earth and could play a large part in the use of the moon as a launching point for missions going places farther afield, such as Mars.

Previous missions to the moon returned only hints and clues of water. Trace amounts of water were found in the lunar rocks returned to earth from the Apollo missions. However, this was assumed to be from terrestrial contamination because the containers the rocks were stored in were found to be leaky.

More recent probes have given promising clues, however. The Cassini probe passed the moon in 1999 on its way to Saturn and observed light reflected off the moon at wavelengths that indicated the presence of hydrogen and oxygen, especially close to the poles. This finding was confirmed by India's first-ever moon probe, Chandrayaan-1, in 2008. It was further supported recently by NASA's Deep Impact spacecraft, which conducted fly-bys of the Moon as a calibration exercise while on its way to intercept comet 103P/Hartley 2 in November 2010.

All of this data only indicated the possibility of trace amounts of water bound up in the glass and minerals on the moon's surface and not any significant accumulation of water. To get more accurate data and study below the surface of the moon, NASA designed an experiment in which a spacecraft would essentially bomb the moon. The impact would create a dust plume which could be analyzed for signs of water, and the spacecraft would then collect data from the crater it had created.



The LCROSS spacecraft launched the Centaur probe into the moon (below), creating a small plume of dust and debris (magnified in the image to the left).

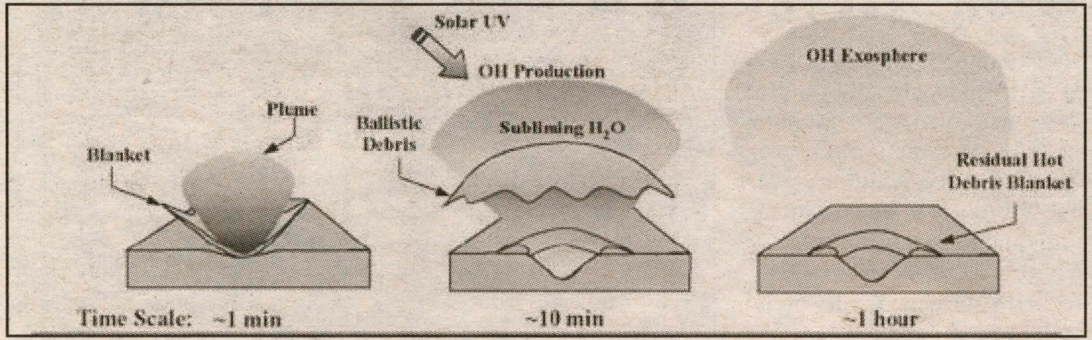
Recently, this experiment became reality when the 79-million-dollar Centaur spacecraft crashed into a constantly-shadowed crater near the south pole of the moon, one of the places scientists thought most likely to contain deposits of ice. They were duly rewarded with water signatures showing up on both an infrared absorption spectrometer and an ultraviolet emission spectrometer.

A spectrometer works by looking at light either absorbed or emitted by compounds, as every different compound will absorb and emit light at different wavelengths. The radiation from the sun caused the ice in the debris plume to be converted directly into water vapor and show its tell-tale spectra signature.

"We were only able to match the spectra from LCROSS data when we inserted the spectra for water," said Anthony Colaprete, a LCROSS project scientist. "No other reasonable combination of other compounds that we tried matched the observations. The possibility of contamination from the Centaur also was ruled out."

The next step for scientists is to determine where the water came from originally. The poles of the Moon potentially hold water that has been trapped there for billions of years and could give scientists clues to the history of the moon and the solar system. Despite jokes that the next missions to the moon will be by bottled water companies, this discovery has significantly changed the way scientists view the moon, and NASA has hinted that other "intriguing substances" may have been ejected in the plume.

Scientists have been given "a much bigger, potentially complicated picture for water on the moon" than what was thought even just a few months ago, said Michael Wargo, chief lunar scientist for Exploration Systems at NASA Headquarters. "This is not your father's moon; this is not a



The impact of the Centaur spacecraft created a plume of dust and debris, resulting in the subliming of water. This gaseous water is detectable with a spectrometer.

Other Science News This Week...

Intel Develops Revolutionary New Computer Chip

The Intel Corporation, the world's largest maker of computer chips, recently unveiled a chip capable of providing 20 times more computing power than previous chips. It contains 48 microprocessors, the most ever put onto one chip. Despite its tremendous power, it is extremely energy efficient; it only requires the same amount of electricity as two light bulbs. The chip will not see the general market for some time, but it will be in desktop computers in the not-too-distant future.

The National Institute for Health Approves New Stem Cell Research

The NIH has approved federal funding for 13 new stem cell lines and is examining 96 new lines. Under President Bush, researchers could only receive federal funding if they worked with lines of stem cells derived before August, 2001. Private lines had to be privately funded. The new ability for researchers to receive federal funding for newly derived lines of stem cells will promote more discoveries in a field which has the potential to change medicine forever.

Rare Star Death Could Hold Information About Universe's Past

Astronomers recently observed a rare type of supernova in which a star exploded without creating a black hole or dense neutron star, both of which are characteristic of star deaths. Because the star, which was 140 times the mass of the sun, exploded outward instead of collapsing in on itself, it could have scattered debris that would later go on to become the foundations of new stars. These massive stars would have been more common in the early universe, and because this type of explosion is more characteristic for stars that size, it could be the mechanism by which star materials were spread across the universe.

Do you want to write for the Science and Technology section?

Do you like biology? Computers? The environment? Anything in between? Do you want to get involved on campus?

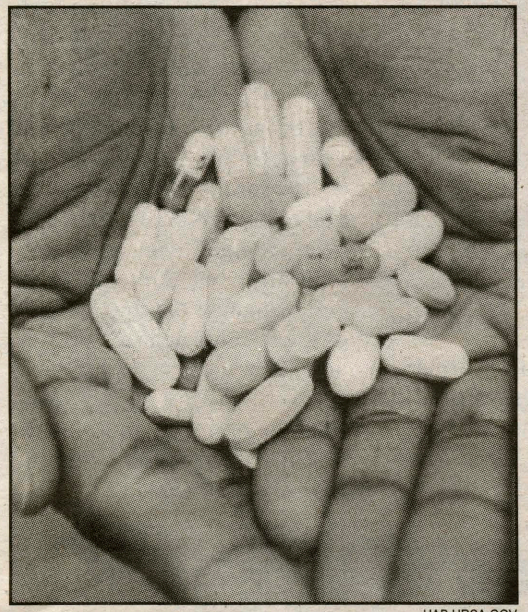
We cover a range of topics every week, so you're sure to find something you want to write on. Whether you're interested in the newest journal articles or just enjoy science, writing for the Science and Technology section is for you.

Contact btrachtm@hamilton.edu for more information.

World AIDS Day Encourages Increasing Access to Care and Human Rights to Stop Spread of HIV

from ***World****, page 14*

replicating DNA, making HIV unable to reproduce and spread throughout the host. Other drugs in the cocktail work by tricking the virus into adopting false nucleotides into its DNA, rendering the DNA useless when it is copied. However, these false nucleotides are toxic to humans and can cause significant side effects. Even so, people are more than willing to endure the side effects rather than suffer from the effects of the virus. These drugs have revolutionized the treatment of HIV and AIDS, making the virus manageable rather than terminal.



HAB.HRSA.GOV

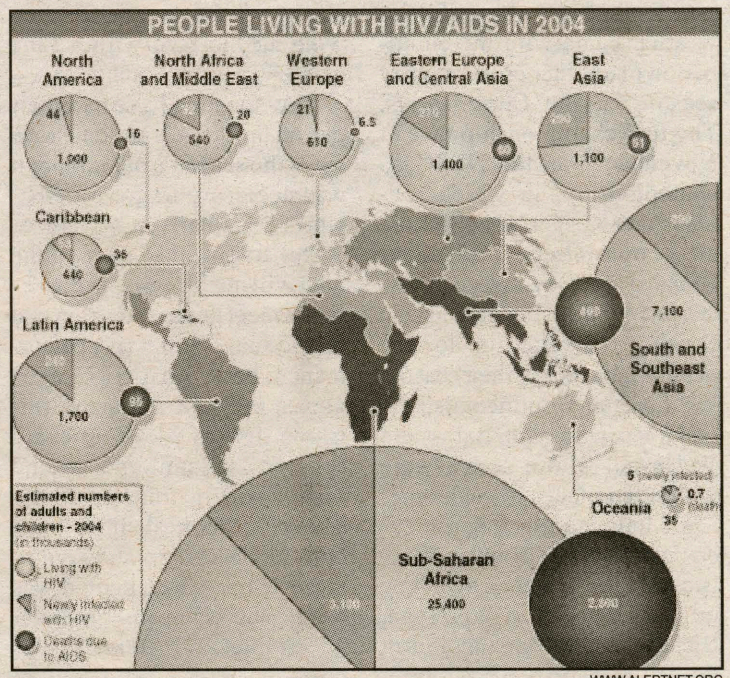
Although there is no cure, those infected with HIV can take an expensive cocktail of medications designed to inhibit the virus.

Because the virus destroys the body's defenses, it is extremely deadly. Half of the people who become infected with HIV before they are 25 years old die as a result of AIDS before they are 35. Although the majority of people with HIV and AIDS live in lower- and middle-income developing countries, HIV is still a worldwide threat, affecting men, women and children across all continents.

This year's World AIDS Day theme, Universal Access and Human Rights, highlights the critical link between universal access to HIV prevention, treatment, support and respect for human rights in response to the global AIDS pandemic. Without addressing human rights abuses, many of the populations most vulnerable to or living with HIV will lack access to prevention and treatment services. In low- and middle-income countries, fewer than half of those in need of antiretroviral therapy are receiving it, and too many do not have access to adequate care services.

As UN Secretary General Ban Ki-moon pointed out, where human rights were promoted to protect people living with HIV and members of vulnerable groups, there were fewer infections and fewer deaths and there was less demand for antiretroviral treatment. Therefore, protection of human rights is fundamental to combating the global HIV and AIDS epidemic. By promoting individual human rights, new infections can be prevented and people who have HIV can live free from discrimination.

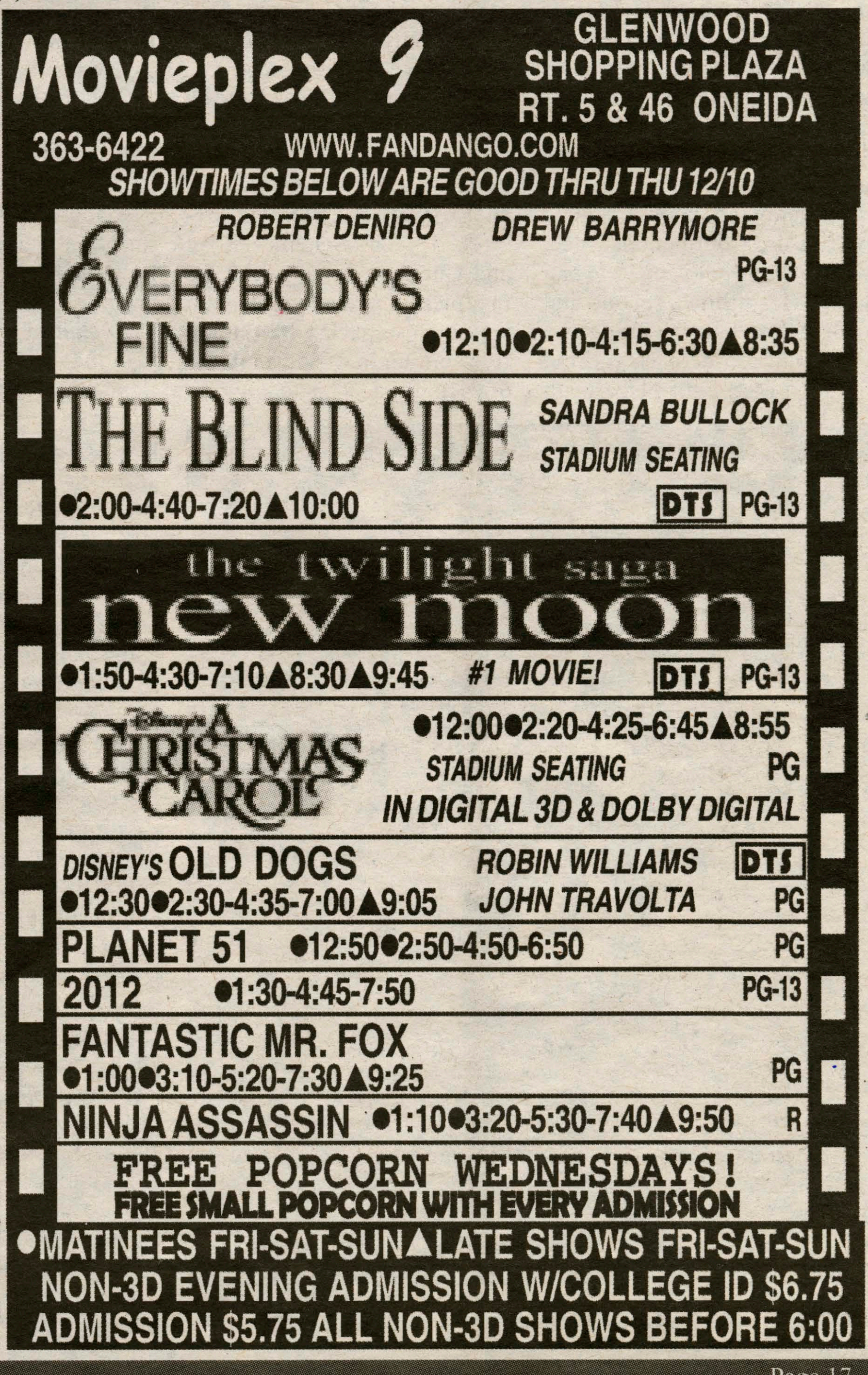
World AIDS Day provides an opportunity for all of us to take action. We need to ensure that human rights are protected and global targets for HIV/AIDS prevention, treatment and care are met. As students at Hamilton College, what can we do to participate in the World AIDS Day campaign? The easiest thing we can do is to wear a red ribbon. The red ribbon is an international symbol of AIDS awareness, worn by people all throughout the year. It demonstrates care and concern about HIV and AIDS, and reminds others of the need for their support and commitment.



WWW.ALERTNET.ORG

World AIDS Day raises awareness of how widespread the HIV/AIDS pandemic has become (above).

Ideally, there will be an HIV/AIDS vaccine in the future, but research into such a treatment has not yet yielded favorable results. If you're interested in more information on an HIV/AIDS vaccine, on Monday there will be a biology seminar entitled "Overcoming the Obstacles to a Successful HIV Vaccine" by Dr. Carl Hanson from the California Department of Health. The lecture will be held at 4:10 p.m. in Science Center 3024.



Team Effort Leads Continentals to Great XC Outing

by Couper Creagan '13
Sports Writer

The end of the beautiful fall weather came with the culmination of another cross country season for the Continentals. The first championship race of November was the NESCAC championship, in which runners Peter Kosgei '11, Will Reid '10, James Grebey '12, Scott Bickard '11, Devon Lynch '11, Garrett Armbruster '10 and Dan Keating '11 suited up for the penultimate race of their season.

For the Continentals, the real race was with Bates and Wesleyan, whose scores were within ten places of each other – a small margin in an eleven-school cross country race. Bickard and Lynch proved key in staying ahead of Wesleyan. Bickard edged out the fourth fastest Wesleyan runner by a mere two seconds and Lynch inched ahead of Wesleyan's fifth man, beating him by no more than a second. Their times were 28:03 and 28:06 respectively for the five miles. The victory over Wesleyan was reminiscent of last year's close finish between the two – Hamilton has consistently managed to stay on top in this rivalry.

The Continentals were bested by Bates, however, though the fight was tooth and nail to the very end. In the final results, Grebey (27:58) was beaten by a Bates runner by such a small margin that their times were listed as the same. Bickard also found himself a scant two seconds behind Bates' fourth man.

Teamwork played a huge role in the Continentals' race, with the time between Reid and Lynch (Hamilton's second and fifth fastest distance runners) a very tight 21 seconds, earning the men a seventh place team finish in a very competitive field. Hamilton's top competitor, Kosgei, was light years ahead of the competition in winning the race with a time of 25:40.

As the men have had their eye on the NCAA national race since the season's beginning, it was necessary to go to Letchworth State Park on November 14 for Regionals. Though the men will not be going to the national meet this season, they did turn in some impressive performances here. Kosgei averaged 4:56 a mile for a blazing finishing time of 24:40. Bickard came in as Hamilton's second runner with a time of 26:45, smashing his best times from both his freshman and sophomore years. Close behind was Reid, who also came in under 27 minutes. Teammates Arbruster, Grebey, Cuffie Winkler '10, and Lynch rounded out the top seven, with the first two smashing their NESCAC times of two weeks prior.

At the 6000 meters long NESCAC Championships, the women also turned in some strong performances, coming out on top over Connecticut College, who beat the Continentals last year by a single place. This it was Tory Grieves '12, not the usual Continental front runner Abby King '11, who led the pack, finishing well in front of Connecticut College's top runner with a time of 23:51.

Both runners was joined by teammates Meredith Fitzpatrick '11, Kate Hails '10, Emily Potter '12, Eva Hunt '11, Rachel Cackett '13, Jessica McBeck '12, Sara Scheinesen '12 and Chelsea Stone '10. Like the men, the women's team kept a close pack with the top five coming in within a minute of each other. This teamwork, coupled with some very close shaves in which Fitzpatrick and Potter stayed just ahead of other Connecticut runners, allowed Hamilton to improve on last year's team performance and come in tenth place at the NESCAC Championships.

Two weeks later at the Regional Championships, the Continentals came back in full force with King back in the running. Here, she ran an impressive 23:16 as Fitzpatrick followed, also running a sub-24:00 time of 23:46. Potter and Grieves followed not long after, joined by Maddy Gunter '11, and then Hails and Cackett. Once again working together as a team (the gap between Fitzpatrick and Gunter was well under a minute), the women placed in the upper crust of all teams in the race with a thirteenth place team finish out of 33.

One point of note is that the Continentals will graduate just two of their runners who raced in the NESCAC and Regional Championships: Hails and Stone are both in their final year at Hamilton. Though they will be sorely missed, the talent that remains is sure to prove for a yet stronger team next year – after all, when the team's seventh woman is coming in ahead of some other teams' top runners, it is clear sign that there is potential for a superb team. This is a promising outlook for a team that already speeds ahead of many opponents.

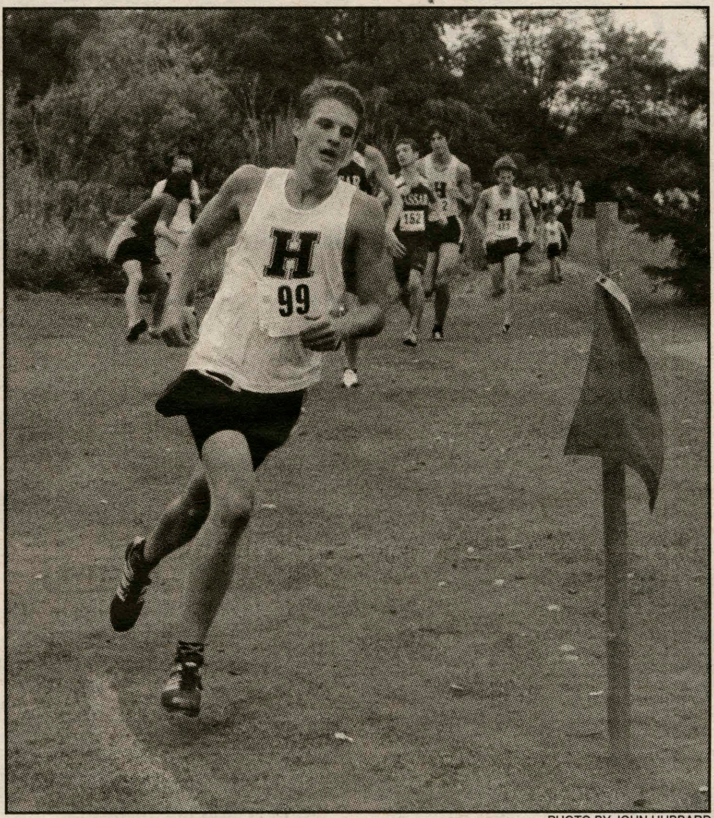


PHOTO BY JOHN HUBBARD
Scott Bickard '11 races ahead of the pack for record time.

PHOTO BY JOHN HUBBARD
Rachel Cackett '13 eases past her struggling opponent.

Heartbreak For Kosgei '11

By James Grebey '12
Sports Contributer

Peter Kosgei '11 was the hands down favorite to defend his title at the NCAA Cross Country Division III National Championships held at Highland Park Golf Course in Cleveland, Ohio, on Nov. 21. Nobody predicted what would actually happen, as Kosgei was yet another victim of the flu, which caused him to give up his lead in the last half-mile of the eight kilometer race and finish in a disappointing fourty-third place.

Kosgei qualified for Nationals by winning the NCAA Atlantic regional championships on Nov. 14, setting a course record and picking up his third straight title at that race. Kosgei, who has a total of nine national titles from cross country, indoor and outdoors track, was now poised to get a tenth. It seemed as though it would be a repeat of last year's race going into the week of nationals.

Kosgei came down with a mild flu on Tuesday, but didn't think much of it. "It's not like I was terribly sick, but I grew worse with time," said Kosgei.

On the Friday night before the race, Kosgei was feeling fairly sick with a headache and no voice. He took some medicine and woke up the morning of the race feeling fine and ready to go.

When the gun went off to start the race, Kosgei was quickly at the front of the pack. Kosgei began to push the pace to thin out the group of runners. By the second mile, Kosgei was running side by side with Ricky Flynn of Lynchburg College, the eventual winner of the race. The rest of the racers trailed behind the two of them by about 10 meters.

"It looked at that point like it was going to be a race between the two of them for first and we were pretty confident Peter could pull it off," said Will Reid '10, who was one of a small group of Kosgei's teammates who made the six hour drive to watch the race. "Any other day I think he would have too."

The race was business as usual for Kosgei until the fourth mile.

"That's where I usually put down the hammer," said Kosgei, "but my body couldn't respond at all. I was weak and couldn't keep up the pace anymore. So I knew that the flu had decided I wouldn't get away with it."

Kosgei changed tactics and tried to put in one last surge up the final hill, hoping the slight downhill finish would let him coast to victory.

Unfortunately, the flu caught up with Kosgei and with it so did Flynn. With less than a half mile to go, the chase pack caught up to Kosgei, who just barely managed to jog across the finish.

"Some people say I wasn't even trying but the truth is I was "running" as fast as I could," said Kosgei in response to many claims that he gave up after Flynn passed him.

Kosgei got passed by 42 people and collapsed once he crossed the finish line, unable to walk or speak. He was helped over to the medical tent where he was given aid.

"It was one of the saddest things I've ever seen," said Scott Bickard '11, another teammate and spectator.

"While we would have loved for him to pull it off, we are proud of his efforts and he will come back from this stronger than before," said men's cross country coach Brett Hull.

Indeed, Kosgei himself is not too upset by this mishap.

"We are human and losing is part of competition, otherwise, there's no winning," said Kosgei, who likened his situation distance running great Kenenisa Bekele, who dropped out at the world cross country championships in Mombasa, Kenya in 2007.

"He's still the world record holder in the 5k and 10k."

The next thing on Kosgei's plate is indoor track next semester, for it will take more than this little blemish to keep one of Hamilton's most storied athletes down.

Kosgei stated, "I still have to talk to coach Hull about indoor season but I would like to take down the division III record in the mile and hopefully defend my title come March."

Hopefully it will be a big season for Kosgei, and the rest of the men's indoor track team.

James Grebey '12 travelled with other members of the men's cross country team to cheer on Kosgei in the NCAA DIII Championship.

Basketball Storms Through Tournament

by David Biel '13
Sports Writer

While the rest of campus headed home to catch up on sleep and feast on turkey and stuffing, the men's basketball team had their hands full with other matters. With high expectations for the Liberty League championship, the Continentals started the season on Nov. 20 with four games ahead in the next ten days.

Beginning with the two-day Hamilton Tip-Off Tournament held in the Scott Field House, the Continentals looked to turn their home court advantage into two wins. Facing off against SUNY Canton on Nov. 20, Hamilton routed the visiting Kangaroos 89-56. Forward Patrick Sullivan '12 scored a game-high 18 points for the Continentals, who as a team shot an excellent 45.1 percent from the field. Center Ken Click '13 proved to be a big defensive factor for Hamilton after he came off the bench, bringing down seven rebounds and blocking two shots.

But perhaps the biggest story from the 89-56 win was the breakout performance of forward Eric Benvenuti '13. In 20 minutes of play after he came off the bench, Benvenuti finished the game with 15 points, nine off three-pointers, six rebounds and two assists.

PHOTO BY JOHN HUBBARD

Forward Patrick Sullivan '12 goes strong to the basket.

"Benvenuti had a terrific performance," said Sullivan. "He is capable of having repeat performances every game."

The next day, Hamilton took on Ursinus in what proved to be a tight game throughout. The two teams exchanged leads several times, but by the final buzzer, Hamilton ended up on top with a 79-78 win. The two teams matched evenly in almost all statistical categories during the game, but turnovers ultimately proved to be the Achilles heal for the visiting Bears, who turned the ball over 20 times. Forward Dayne Harris '11 led the Continentals with 23 points, and guard Jay Simpson '10 proved big with nine assists.

After a weeklong break, the Continentals came back together last Saturday, Nov. 28 to travel to Aurora, N.Y. for a matchup with Wells College. In the end, Wells provided the first roadblock of Hamilton's season, upsetting the Continentals 70-60. After a close first half, with Hamilton leading 29-26 at the intermission, Wells dominated second half play. The Express outscored the Continentals 44-31 and shot an outstanding 48.5 percent from the field in the final two quarters.

"The Wells loss was a tough one but it will definitely make us better," said Sullivan, who led the team with 23 points. "We have to come out every game with a certain mind frame and take things personally."

Looking to recapture their winning ways, Hamilton took on the SUNY Institute of Technology last Monday, Nov. 30 for their second straight road game. Despite a tied score at halftime, Hamilton waned in the second half and fell 82-69. Perhaps the most telling sign of the Continentals' struggles was on rebounds: SUNY Institute of Technology outrebounded Hamilton 38-22 in the game. Harris and Sullivan led the Continentals in scoring, with 15 and 14 points, respectively.

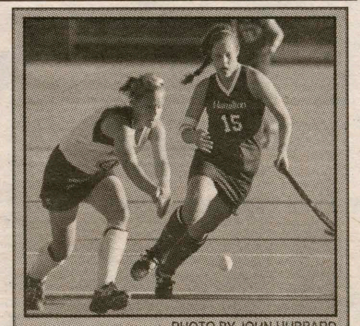


PHOTO BY JOHN HUBBARD

from McNally, page 20

in seventh grade and then finished my high school career on Varsity. I've attended many camps, clinics, and abroad trips to get me to where I am today.

How would you describe yourself as a field hockey player?

I would describe myself as a team player. I try to see the field as best I can and support my teammates. I want everyone to be involved and contribute to our success. I would also describe myself as a dedicated player, both to myself and my team.

How would you describe the season for the whole team and for you individually?

At the start of our season, I do not believe that anyone imagined that we would make it to the NCAA tournament. We have shown great improvement both as a team and as individual players. Personally, I feel that this season was very successful. We reached many of the goals we set prior to season, and we set the bar a little higher for our upcoming seasons.

What are your goals for next season, personally and as a team?

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few years, and continue to exceed our prior accomplishments. I personally want to hone my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

Hockey Rebounds After Loss in Opener

from Men's Hockey, page 20

the Continentals kicked off the scoring on a slapshot by BJ Lalonde '12 from above the far circle.

In the second period, Hamilton continued to build some more momentum. Goalkeeper Scott Hefferman '11 made several brilliant saves throughout the period. With 13:27 gone by in the second period, Lorenc took advantage of a cross-checking penalty and found the net on a wrist shot off the preliminary powerplay faceoff.

Shortly after, Hamilton took penalties at 16:06 and 16:40, and Utica capitalized by putting a wrist shot past Hefferman from the slot. However, still down a man, Hamilton caught a break when Chiapetta scored a short-handed goal off a turnover. But the Continentals took yet another penalty, and Utica connected with 19 seconds to play in the period.

Utica continued to fight hard for the tying goal as they got a few shots off in the first minute of the third period. The five-minute overtime period passed without consequence. At 3:15, Chiapetta had a good chance on a rebound deep in the slot, but could not make good on it. With time nearly gone in the overtime period, Hefferman made a great save on a one-timer, and Hamilton had a chance for one last counter-rush, but Utica stopped the puck less than a second to go in the overtime period to ensure a tie.

The team has jelled as a unit and has already shown some signs of true brightness early in the season. Despite losing a 6-2 contest at Clinton Arena to open the season on Nov. 20, the Continentals' scoring was directly influenced by three underclassmen and an upperclassman. Anthony Scarpino '12 got Hamilton on the scoreboard just one minute and 53 seconds into their season on a power-play goal assisted by Brandon Board '12. They also broke a 1-1 tie on the first career goal from Anthony Ruberto '13 off an assist by Chiapetta. But Trinity struck back quickly with two goals, gaining a 3-2 edge. Bartel had 26 saves to keep the Continentals in the game.

The following day, the Continentals played a thriller at Russell Sage Rink in which they scored five third-period goals to defeat NESCAC rival Wesleyan. Hamilton fell behind early, facing a 3-1 deficit at the first intermission, getting a goal from Lorenc. The Continentals came out firing after the second intermission. Vaclav Tomicek '10 halved the deficit just 57 seconds into the period with a goal assisted by Biggs and Joe Houk '13. And just 34 seconds later, Ruberto tied the score off a pass from Lorenc.

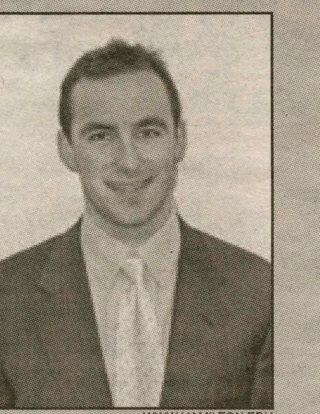
With 9:39 gone by in the third period, Hamilton gained its first lead since netting the opening goal of the game on a score by Lalonde, assisted by Lorenc. The lead didn't last, though, as Wesleyan tied it just 1:39 later. But with just over two minutes to go, Jerome Wallace '10 scored the game-winner, and Lucchetti sealed the deal with an empty-net goal with 13 seconds left. Hefferman saved 17 shots to get the win.

The Continentals continued their strong play with a 4-2 win against SUNY Cortland. Biggs and Tomacek each recorded a goal and an assist and Bryan Kelly '12 and Andrew Jelinek '13 also scored. Jelinek and Kelly's goals helped build a 2-0 Continental lead that stood into the second period. Two quick strikes by the Red Dragons made things tight early in the second period, but at 7:36 in the third period, Biggs gave the Continentals the lead for good with a power-play goal, and Tomacek added an empty-netter with 57 seconds to go.

Captain Buicko, in summing up the first two weeks of the season, said, "While we would have liked to preformed better in our home opener against Trinity, we were able to learn from our mistakes and come back the next night and win an important league game vs. Wesleyan. We then came back with a nice win over Cortland and a hard fought tie vs Utica in the Citrus Bowl. We have some important league games this coming weekend against Norwich and St. Michael's that will be key to gathering momentum heading into winter break."

Hamilton certainly seems to be on the right track. They need to shore up their team in some areas, particularly in taking less penalties and in playing some tighter defense. Despite having the lead for a good part of the game against Utica College, their opponent held a 45-28 advantage in shots on goal over the Continentals. Despite their offense's penchant for scoring quickly, it would seem that they could do well to get more opportunities on goal with the forwards they have. The Continentals' next contest is at St. Michael's on Dec. 4.

Senior Spotlight: Chris Lorenc '10



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Role: Team Captain

Position: Forward

Games Played: 74

Goals: 33

Assists: 25

Points: 58

Jersey Number: 20

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SPECTATOR SPORTS

December 3, 2009

Overtime Citrus-Tie

by David Meisel '13
Sports Writer

The men's ice hockey team has put together a riveting 2-1-1 start, already showing their dynamic offense. This year, the Continentals look to improve upon last season's 9-15-1 campaign, in which the team lost four games in overtime. This year, returning a well-sized group of core players, the team has fought hard during practice and seems to have regained an edge that will help seal the deal in the future tight matches. The Continentals, having been on the younger side in the past few seasons, return their top four scorers from last season: forwards Chris Lorenc '10, Joe Buicko '11, Tom Chiapetta '11, and Harry Biggs '10.

Captain Buicko says of the team's offensive strategy that "with the return of our top three lines of forwards coupled with the addition of a few additional forwards, we will be a team with plenty of speed and offensive firepower. We will look to be an aggressive team that possesses the puck often. While the importance of defense cannot be overlooked, we will look to greatly increase our goals scored per game average this year."

Coach Bazin added that "this year's Hamilton College team will be a fast, hard working team which can play a puck possession game"

On defense, they feature a young, talented goalie in Calvin Bartel '13, one of nine first-year players for the Continentals.

The men's hockey team was feeling good heading into the 2009 Citrus Bowl versus Utica College, an annual tradition on the Hamilton campus. The game started off as a tight contest, with Hamilton getting some early chances in the first period that were nevertheless foiled. However, after Utica took two penalties in a 33-second span,

*see **Men's Hockey**, page 19*

PHOTOS BY ANDY RICHARDSON '10

Lance Wilson '11 (left) scrambles past two Bates defenders. Jon Higginbotham '12 (right) defends against a Bates WR.

Football Ends Season With Win for Seniors

by Dylan Wulderk '13
Sports Writer

After the last football game of the season for the Continentals was over and the team had recorded its second win, one could finally hear the Hamilton College fight song again. The players built a circle in the middle of the field and proudly put their helmets up in the air while singing. The Continentals had just wrapped up their season in dramatic fashion as they came from behind to beat conference rival Bates College by the score of 24-14. The win marked the end of a five game losing streak and allowed the senior players to go walk off Steuben Field with a victory for the final time.

In the first quarter, Bates intercepted a Dan Peters '13 pass and returned it to the one yard line. Just one play later, Bates running back Patrick George '13 powered his way into the end zone to give the Bobcats the early 7-0 lead. The momentum was clearly in the hands of Bates, but the Continentals and Peters responded in impressive fashion with a game-tying 67 yard touchdown catch by Ben Tomaszewski '10 just a few seconds later.

On Bates' next drive, Hamilton's Burke St. John '11 tackled the Bobcats' punter for a seventeen yard loss on fourth down. The play gave the Continentals excellent field position and led to a George Taylor '11 30-yard field goal which gave the Continentals a 10-7 lead at the start of the second quarter.

The lead would not last for long, however. Upon getting sacked, Peters fumbled and the Bobcats scooped up the loose ball and returned it 57 yards for a touchdown and a 14-10 lead at the half.

During halftime, Continentals Head Coach Stephen Stetson decided that playing Lance Wilson-Pegues '11 at quarterback would give the team a much-needed spark. The returns on Coach Stetson's decision were not immediately felt, however, as the two teams turned the third quarter into a defensive struggle in which no points were scored. In the fourth quarter the effects of the quarterback switch would be felt.

With only nine minutes to go in the game, Wilson executed a drive in which he accounted for every single yard of offense, going 6-9 for 62 yards and a touchdown as well as adding 14 yards rushing. His touchdown pass to Ryan Cray '12 gave the Continentals a 17-14 lead with five and a half minutes to go.

The defense was then called upon to protect the lead and responded by not allowing the Bobcats' offense to gain a single yard on their next drive, effectively putting the game out of reach. Wilson already led a comeback against Wesleyan earlier the season to give Hamilton 26-14 win, its first of the season. The quarterback pointed out the defense's importance in the victory against Bates.

"The defense, of course, was unbelievable," Wilson said. "It is assuring to know that our defense is going to give us a shot to win every week, that's why it is so important for our offense to perform well week in and week out."

Led by captain and DIII All-American linebacker John Lawrence '10, the Continentals defense held Bates to a meager 147 yards of offense. Will Finan '10 had an interception and the rest of the unit added nine sacks, including a combined five and a half between St. John and Jim Forrey '13.

Overall, it was a good end to a season full of ups and downs. After starting the season 1-1 and winning at home against Wesleyan, hopes were high for a breakout season. But the team could not carry on the momentum for the rest of the season. The Continentals lost their next five. This included two back-to-back shutouts against Colby (0-16) and Williams (0-42). The victory against Bates meant that Continentals finished their season with only two wins for the fourth consecutive season.

"Obviously, anytime you go 2-6, the season has to be a disappointment," said Wilson. "There were times throughout the year where we looked like the best team in the NESCAC, and other times we looked like the worst. With that being said, there is not a team anywhere in this league that will say that we don't play as hard as we can. Next year, we return virtually everyone from this year and believe me, we know what we can and need to do.

PHOTO BY ANDY RICHARDSON '10

Ted Finan '12 escapes the Bates' punt coverage team.

Catching up With Division III All-American Field Hockey Midfielder Erin McNally '12

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Continental field hockey midfielder Erin McNally '12 has been selected to the 2009 NCAA DIII All-America third team. McNally recorded six goals, including the game winner in the Liberty League semifinal against Skidmore, and six assist for Hamilton in 2009. She finished the season with 18 points. The Spectator talked to her about the achievement, her role on the team and her field hockey background.

How do you feel about the received honor?

I feel very honored and fortunate to receive this nomination. It means a lot for our team and for Hamilton and I'm glad to be apart of it.

Why do you think you received the nomination?

I think I received this award because of everyone on my team. Each player is a unique asset and we all play for each other and for the improvement of the field hockey program. If it were not for my team and everyone's hard work, I do not think that I would have received this award this year.

Is this your first award you received during your time at Hamilton?

Last year I received the Rookie of the Year award for the Liberty League. Both honors have been much appreciated and continue to serve as motivation for the future.

How did you come to play field hockey?

I began playing field hockey in sixth grade because of my older sister. I played on my high school's freshman team

*see **McNally**, page 19*